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HOME AND SCHOOL PROFILES AS AN AID TO SCHOOL SELECTION

by

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ANABEL MERRILYN HAMMAN

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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ABSTRACT

The premise of this study was that continuity from a child's home to his/her school setting optimizes the child's learning potential. An examination was undertaken of relevant research literature supporting this contention.

Profiles of home and school settings were a major aspect of the study. Profiling enabled the researcher to determine the level of congruence between home and school and provided a view of the dynamics operating in school selection. The potential advantages of the profiling process have particular relevance for parents whose children have reached school-entry age, and to the receiving school systems, that provide the programs from which parents choose.

Profiles containing data pertaining to the setting dimensions of stability, accessibility, configuration and complexity were collected through the presentation of the Judith Seaver Environmental Home and School Setting Questionnaire. It was intended to reveal levels of setting congruence between the home and school setting of study participants. The determination of a match or mismatch in setting scores was examined in respect to the parent's selection criteria, revealed through interview observation sessions. The status of the home setting and school setting match or mismatch was relevant to the objective of the study as it established the similarity or dissimilarity between the settings. Discussion arising from the interviews expanded the setting congruency data.

Conclusions were drawn regarding program selection criteria and access to program selection counselling.

The study participants included twenty-four sets of parents, whose children had been enrolled in the University of Alberta Child Centre. It also included the principals and teachers of the schools which the children attended the following year. A parent, principal and teacher made up each of twenty-four study "triads". The programs offered by the school personnel were under the auspices of the Edmonton Public School Board. They provided a variety of program options which were available to children in their kindergarten year.

Research findings revealed that congruence of setting scores did sometimes occur for triads across program types. The matches were not conclusive except for the consistency between home setting scores and neighbourhood school setting scores.

Interview discussions revealed that other factors outweighed continuity from the home to the school setting, as a consideration in school selection. Parents, who had pursued an exhaustive survey of school programs, achieved slightly more setting score congruence than those who accepted proximity to the school as the major criterion in school selection. The main selection criterion for this group of parents was unique curriculum programming, such as second language immersion.

The effects of program selection were explored as well as the apparent advantages of available program options. The dynamics of program evaluation were examined in respect to parents and school personnel involvement. Findings were surveyed as to implications for further study and use in program selection counselling.

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CHAPTER ONE

INTRODUCTION

STUDY CONTEXT

The range of educational programs confronting parents of kindergarten-aged children now enables parents to select their child's first formal school setting. Selection of the most appropriate program is an important and often confusing parent responsibility. The aim of this study was to examine a particular procedure's capacity to provide direction in pinpointing school program qualities which were compatible with parents' value systems and that would optimize the child's learning potential. It was speculated that the procedure might prove effective in identifying a compatible school and program for each child. The approach was to examine environmental qualities in both the home and school in order to develop comparable setting profiles. The development of the setting profiles permitted the comparison of educationally pertinent home and school qualities. Levels of congruency between the school setting and the home setting were considered as a predictor of an optimal learning environment for the child. Information for the profiles resulted from the presentation of an environmental questionnaire and participation in an interview session.

BACKGROUND OF STUDY

The current intense interest in education has developed as a result of several factors. The pressure to excel in the space race started at the political level.

Governments initially responded through the appropriation of funds for the development of technologic expertise at the post-secondary level. This educational emphasis filtered through the society. The public at large became convinced that the school system needed to enhance curricula, and thus demanded accountability from the education system. Parents began developing a more critical attitude toward programming.

The movement of women into the workforce has been another factor. This has led to the inclusion of caregiving as a part of early education. With children requiring daycare and before or after school care, the definition of what elements are considered part of a young child's schooling were extended. Parents became concerned about both the academic and the caregiving characteristics of the education system.

Encompassing both the search for quality education and caregiving facilities was a growing public awareness of findings on childrearing coming out of research into early childhood learning. Parents were affected by media hype and more theory-based information on the necessity of early and well-timed educational experience (Bloom, 1964; Epstein, 1974; Sylwester, 1979; Arlin, 1977). Dr. Bloom's discovery that the bulk of learning occurred by age four has caused some parents to become anxious over the responsibility they have for determining developmental strategies that affect their child's life chances. Others may have been unaware of the information or willing to follow whatever educational route was available. However, many parents have accepted the challenge of becoming more actively involved in the education of their child.

PARENTAL RESPONSE

Parenting Groups

Parents have responded to the challenge of determining their role in their child's education in different ways. Increasing numbers have attended parenting courses, or joined Mother and Tot programs. Both offer mutual support to the parent as well as timely information on the subject of how to help a child learn early and effectively. Groups become self-perpetuating as parents learn by word of mouth of their existence. The continuing growth in their membership has contributed to a groundswell movement of parents who search for and work toward effective developmental education, in which their role as parents is significant. As their children mature and require more enrichment, the concerned parents enlarge their sphere of influence and affect the mind-set of organizers of other preschool programs.

Media Exposure

Literature describing parental capacity to affect all phases of a young child's development is pervasive (White, 1978; Hunt, 1961; Hess, 1965; Piaget, 1962). It has been a part of the information delivered to the public through television, radio, popular magazines and books focused on the care and development of young children. As well, products presented for parents to use in care, feeding and socializing for their children carry messages about the product's alleged indispensability. Toy buying, learning tools, children's furniture, leisure activities, craft and skill programs have all been presented as crucial to a child's success and happiness. Almost without personal initiative, parents are thus conditioned to accept decision-making vis-a-vis the educational aspects of their child's early developm[illegible]

The parent has been left with the task of sorting through the multiplicity of ideas on successful parenting to select the strategies that seem most appropriate.

SYSTEM RESPONSE

Public-supported and privately-sponsored programs have vied for the attention of parents concerned with early childhood education.

Private Sector

Religious organizations, responding to a perceived lack of moral and spiritual values in public schools, have created preschool and public school programs based on the behavioral precepts associated with the particular theology. Church sponsored, they attract and thrive on support of their church community.

Private schools have similarly sprung up to meet a particular pedagogical orientation but have depended on clientele accepting costs of a non-public program.

Public Sector

Public school boards are mandated to provide an education that serves many diverse educational perspectives. They have attempted to include some programming aimed at meeting specific group needs, where sufficient numbers make the program viable. The optional programs that have been offered have survived only for as long as the programs were able to meet criteria set to evaluate their viability (personal communication with Roger Palmer - Appendix I). The situation can often be sensitive to special government grants or parent fund-raising, both of which are dependent on the number of people insisting on the program's availability.

Besides special interest-group programming, public boards and institutions have become increasingly aware of the necessity to shape existing public school learning situations in accordance with educational values held by parents. Failure to accommodate parent views to some degree, and to at least nominally accept parent involvement, has resulted in lowering of registration at a time when survival depends on school registrations.

EDMONTON PUBLIC SCHOOL RESPONSE

The Edmonton Public School Board was a microcosm of the happenings in society at large in terms of entertaining program ideas from interest groups. With the checks and balance of the public controlled system in place, the administration opted to meet educational needs of interest groups within the system rather than losing students to private education programs. Through programming changes, bounded by efforts to remain economically viable, diverse educational concerns were met through a variety of programs. Aiding this diversification was school-based budgeting, which encouraged school administrations to set priorities in line with the school population. Subsequent to 1979, the Edmonton Public School Board has had a variety of programs in place (Appendix II) at different schools throughout the City. The programs included second-language immersion at several schools, with second language instruction available in French, Ukranian, German, Cantonese, Cree and Arabic. This provided options for parents whose children were beginning kindergarten or Grade One.

A Waldorf program was also initiated. Its philosophy involved developing an appreciation for a metaphysical design in our lives through direction of a child's will, expression and learning. Another option under the auspices of the Public System catered to learning through the fine arts. Two parent-directed programs were also begun in which learning was individualized in non-graded groupings. Several schools, whose Junior High School program had been designated Academic, attracted elementary pupils who were hopeful of acceptance in the Junior High program. Another option available in several schools was a regular elementary curriculum with care facilities attached to it. Many of the pupils were thus accommodated in before and after-school programs. Others were cared for in the school daycare for part of each day. In addition to the optional programs that were available, all neighbourhood schools were accessible to children beyond the school boundary.

Individual school administrators were anxious to maintain enrolment. School philosophies were developed and goals set to meet that end. Some administrators included goals which recognized community priorities and involved parents in the process. Generally, the schools labelled Neighbourhood Schools developed recognizable characteristics which mirrored the principals' goals interwoven with community aims.

The public system considered that all of its programs were options from which parents could choose. It was this diversification that made the Edmonton Public System the focus for further study and analysis.

STUDY POPULATION

Edmonton Public Schools as a Study Vehicle

The Edmonton Public School system offers a variety of optional programs for children entering the school system at age five or six. During the period of program diversification, many families managed to choose from those programs instead of opting for private schools. These conditions were conducive to this study.

University of Alberta Child Centre

Parents of the children who attended the University of Alberta Child Centre during the period in which the study was done were willing participants. Their children ranged from three to five years of age. The parents chose to send their children to the Child Centre because of its educational focus on learning through play, and because of the capacity of its staff to deal individually with children having special needs. Parents were in a position of decision on the childrens' subsequent school programs at the conclusion of the preschool experience. Thus they were a uniquely positioned parent group.

The parents of the Child Centre Graduates represented a cross-section of middle-income families. They had been exposed to evidence on childrens' capacity to learn and were committed to making careful school choices.

A Vancouver based study identified three levels of parent involvement in the selection of school programs (Cogan, 1977). Many of the parents of the Child Centre pupils epitomized the category of "wide-active" (Cogan, 1977) because of their intense effort to locate a program among the many possible programs they surveyed. Some were more representative of the slightly less involved program selectors who Cogan labelled "narrow-active". Few, if any, could be described as totally "passive" in their selection. They had pondered the lore of infant potential and early learning (Time, Aug. 1983; Chatelaine, Aug. 1984). They typified the generally informed and responsible parent whose participation in their child's activities included the decision to come to the Child Centre for a preschool experience. For most it was a well-researched decision.

Collectively, the parents of the children at the Child Centre became the key to the study. The objective was to consider what criteria had guided them in their choice of program at the beginning of formal school and to investigate the possibility that the characteristics of the home environment were a significant and influential criteria used when selecting a school environment for their child.

HOME ENVIRONMENT AS AN INDICATOR

Children's development is profoundly affected by events occurring in home settings (Bronfenbrenner, 1979). As parents consciously or unconsciously integrate information about childrearing, and accommodate their previously held views and personal feelings with current findings, a mind-set evolves.

Operating from their particular mind-set parents develop a home in a physical way which matches their conceptions of how the home should operate and how activities can be accommodated. They design the space to suit multi-use or to signify specific use. The element of time may also be involved. Parents may decide that activities require separate time allotments, or that they can occur in parallel with other routine tasks. The environment that the parents provide represents a showcase of the perspective the parents hold.

A study showing the interconnection between how parents project their perspectives on child-rearing and how they create their home atmosphere was carried out by Dr. Judith Seaver (1974). The environment was seen as an observable result of how space and materials were designed. It was also seen to include the people occupying the space and their differing roles and relationships to one another. Seaver's examination of underlying social orientations using her environment-based questionnaire resulted in a measurable set of data.

THESIS STATEMENT

It is the thesis of the present research that a parent's manner of establishing aspects of the home setting is a representation of the parenting style and that it can be compared to a parallel relationship between teaching personnel and the school setting.

OBJECTIVE OF STUDY

The study purpose was to determine whether setting profiles could provide a basis for selecting a program by matching home and school environments, so as to optimize a child's initial learning experience. Thus, the objective of the study was to establish and assess a profile of the home and of the school settings. The Seaver questionnaire and an interview protocol were used for this purpose.

DEFINITION OF TERMS

Environment is treated as a totality of the space and experience in which an individual interacts. It includes the physical context, the action context, the social context and the life space (Gump, 1974).

Continuity of Setting refers to characteristics which are common to both the home and school environment that are expressions of the management styles of the parent and principal/teacher.

Congruency relates to the match of environmental-setting qualities including the dimensions of setting management by parents and school personnel. Degrees of congruency refer to partial matching of setting qualities.

A Profile is a picture of the way participants deal with a child in terms of how they provide access to materials, arrange the child's space, challenge his/her intellect and schedule his/her activities.

Psychology of Environment

As an individual interacts within the home and school setting and in other settings which are part of his/her environment, the individual assimilates and accommodates the experiences, and thus is altered by the settings he/she is a part of.

Every involvement within each setting and with individuals and groups of people affects the persona of the individual and becomes integral to the way the person interacts in successive situations (Bronfenbrenner, 1974; Piaget, 1962).

The Seaver Questionnaire is a study instrument with two distinct parts, one directed at home settings and one at school settings. Questions in each part are focused on four aspects of the setting:

i) Accessibility is the ease with which space and materials are accessed by children.

ii) Configuration is the spatial arrangement of work and play areas.

iii) Complexity is the level of difficulty presented to children through materials and expectations.

iv) Stability is the structuring of events and includes the way time for activities is designated. It involves the consistency with which routines follow these patterns.

STUDY STYLE

The collection of questionnaire data and interview data in the study provided quantitative and qualitative material. The formulation of a profile of the home and of the school through application of the home and school setting inventory, supplemented by interview data, provided the basis for determining the extent of setting continuity that actually existed between the parent population in the study and the school each set of parents chose for their child.

Further to contributing to a profile of home and school settings, the open-ended aspect of the interview was used to extend the researcher's understanding of the process of school selection.

The nature of the data arising from the questionnaire and the interviews requires descriptive analysis. Numerical relationships are presented as a means of establishing comparisons. Because of the size of the sample, the relationships are unique and not generalizable. Interpretive information from the qualitative and quantitative sources is graphed to illustrate where clustering of like responses occurs among different participants.

A review was also undertaken which focused on research related to the child's propensity to develop particular expectations in the environmental setting occupied.

SUMMARY OF STUDY PURPOSE

Many parents have come to the realization that they have a right and responsibility to make educational decisions which affect their child. School administrators recognize that their programs must be responsive to the concerns of these parents.

Often, however, the most appropriate program for a particular child has not necessarily been found. Simply sending a child to the nearest school, or to the most advertized program is a haphazard method of matching a school's program to the child's needs. However, the effort by determined parents to select and to be critically involved has motivated programmers to be more accountable to the public - providing more visible options for the discriminating parent. A difficulty still remains in the matching of programs and pupils. The purpose of this study was to examine a method of achieving a rational, consciously planned placement. Environmental factors in the home setting which affect the child's learning style may be indicative of the qualities that should ideally exist in the school setting.

CHAPTER TWO

REVIEW OF LITERATURE

INTRODUCTION

Parent input is accepted as a crucial factor in child care during the child's formative years. The literature is reviewed in this chapter to pinpoint ways in which parent input affects a child's development socially, physically and cognitively.

The ways childrearing patterns relate to observable behaviors in children has been well-researched. Some of these studies are explored here with the view that the environmental factor may be crucial to choosing an appropriate school as the child enters an out-of-the home learning situation. To be aware of how the child's learning style is an outcome of environmental interaction, consideration of research which specifically deals with home environments is undertaken. This will focus on the parents' childrearing patterns and parenting decisions vis-a-vis their child's physical world.

The physical outer layer of the child's environment (Bronfenbrenner, 1974) including the type of dwelling and location of the home, has been studied as to its effect on the primary interactions within the home setting. Awareness of the direction of the findings will add to an understanding of the salient child-affecting features of the environment. The literature indicates that many facets of the interactive environment affect child development and adds to the evolving picture of the child who is ready for school. Setting and parenting are inseparable and affect development in an interactive way.

Several educators interpret the phychology of the interactive environment as a useful mechanism for predicting the behavior of its players. Literature from this field of study is considered as a lead up to the description of the environmental instrument developed by Seaver (1974). Her technique of building "setting" profiles is discussed as to its relevance in ascertaining levels of congruency between her parent population and schools chosen as compatible. The discussion of Seaver's research is relevant to the present study, as the Seaver instrument was used in the data collection process.

PARENTING QUALITIES EVIDENT IN CHILD DEVELOPMENT

Parents organize the primary setting in which their child's development occurs from birth until kindergarten. Because of the integral position parents occupy as they continuously and intensely interact with their children, research into the long-lasting impact on the child is examined.

Fifty percent of an individual's brain growth occurs in the first three to four years of life. The effect of the environment is the greatest in the rapid brain development period and less in subsequent growth periods (Bloom, 1964; Epstein, 1974). The parent's position of power (Hoffman, 1963) in the formative development transcends all other later influences in the child's interacting environment. The parent's presence cannot be dismissed as irrelevant in a child's school career, the parent influence remains (Schaefer, 1978).

In the beginning period, crucial to all development, the parent as part of the home environment is responsible for much more than merely sustaining life. They consciously or unconsciously arrange the development milieu (Caldwell, 1968; White, 1975). When they fail to provide an environment abundant in the ingredients that stimulate problem solving and development of intelligence, the deficit result for the child is lifelong (White, 1978). The early intense learning that can occur depends on continuous dynamic interaction between the individual and the man-created environment (Ambrose, 1977; Schaefer, 1978).

Specifically parents affect certain areas of development which the child integrates into his/her own schema. One area is social development. Parents model priorities throughout the parent-child interactions which extend over a wide range of experiences (Schaefer, 1972). The child's competence, even in the area of social skill development, was found to be related to the parents' expectations (Caldwell, 1977). It is unrealistic to expect competence in social skills, such as; learning to wait, paying attention, taking cues about how to play, displaying social graces, trusting, taking responsibility for possessions, if expectations for such behavior do not occur in the parental sphere of influence.

Parents influence children's capacity to develop their potential for creativity. Consequently the diagnosis of this capacity may be predicted by certain parenting characteristics. Conceptually abstract mothers were more likely than "concrete" mothers to enhance the playfulness of the home environment. The children of the more abstract mothers showed greater creative potential on performance tests (Bishop and Chace, 1971). Parents who enhanced playfulness were seen to enlarge children's response repertoire (Sutton-Smith, 1967) and to intensify response levels (Marshall, 1961).

The arousal of response was more effective when a parent exposed children to play activities which were novel or had a conflict element to be resolved (Berlyne, 1966).

The kind of play that was encouraged by parents affected the development of creative problem solving. Looking at the degree of playfulness that parents encouraged in their children, researchers found that a correlation existed between the level (Parten, 1932) and divergent thinking skills (Leiberman, 1965). Divergent thinking was displayed in the children's flexibility and originality in problem solving play situations.

Language development of children was predictable through the study of home environments. When mothers had a high degree of emotional and verbal responsivity their children displayed competence in auditory and visual reception and association (Elardo, Bradley and Caldwell, 1977). When the child environment was varied in experience and the parent not restrictive, language potential increased (Welker, 1961).

Rapid and frequent learning spurts (Epstein, 1977) in the period when children are with a primary caregiver involve assimilation of new understandings and accommodation of the previous perceptions to include the new idea (Piaget, 1970). Much research based on Piaget showed that presentation of a complex and challenging environment stimulates the cognitive development of a child (Yarrow, Rubinstein and Pedersen, 1972; Harlow and Harlow, 1965; Clarke-Stewart, 1973; Wachs, 1976).

The capacity of the child's home environment to affect ongoing experiences seems well-supported.

LEARNING MODES ARISING FROM HOME INPUT

Children display behaviors in the school situation that mirror interactions in the earlier home environment. The home environment readies the child for learning outside the home.

The effects of continuity from the home to the school setting have been researched to some extent. Evidence on how individual children fare in like settings indicates that "inhabitants of identical ecological situations will exhibit similar overall responses to the setting" (Barker, 1968). Experiments showing the tendency for children to respond negatively to dissimilar situations also support the advantages of providing continuity between settings (Medinnus and Johnston, 1970). The findings suggest that groups from particular social backgrounds respond in a similar way to physical conditions which are dissimilar to their homes. Research aimed at identifying environmental aspects common to matched home and school settings was conducted by Seaver (1974). A result of her research is applied to this study.

Educability has three components; cognitive skills, motivation to succeed and acceptance of an assertive approach to the world of information (Hess, 1968). Parents provide children with the orientation they will have in school. How well this orientation prepares the child for the place of learning depends to some degree on the climate of the school they enter (Hess, 1968). Some research, however, indicates that when home attitude is dedicated to learning, whether the parents feel positively or negatively towards schooling, a child's potential for success in school is enhanced (Hess, 1972; Crandell, Dewey, Katkovsky and Preston, 1964; Marjoribanks, 1963). There is an apparent need for further investigation to clarify these differing views.

Educability is also felt to be advanced when the home has begun formal teaching such as teaching children to recognize letters and numbers by rote (Painter, 1971) but research of a skeptical opposing view (LaPierre, 1979) suggests that the issue requires further study. Educability seems most served by the developmental stimulus, as described in the previous section, and by attitude.

Effects of various home discipline strategies resulted in children behaving in certain ways when they became part of a school setting. Power assertive techniques tended to be used by hostile parents and tended to promote aggressiveness and resistance to authority (Becker, 1964; Hoffman, 1963). Further, the restrictiveness of some parents' discipline had the effect of inhibiting behavior of the children (Becker,1964). These children tended to be submissive students who could not cope with problem-solving situations. Children who coped well in novel situations were found to have parents who were firm and consistent. Although they took precautions to protect the child, they gave access to a wide variety of stimulus (White, 1978). In problem solving situations, children who had been given guidance fared better than children of restrictive or permissive parents, and were the most self-reliant (Becker, 1964; White, 1975). Baumrind (1966) described children from homes displaying three different discipline strategies. Children whose parents were permissive expected their actions to be accepted, to share in decisions and to verbalize all reactions. Children whose parents were authoritarian obeyed the set rules or risked punishment. They had a diminished view of their own will. Children whose parents were authoritative were aware that limits were to be observed according to particular issues but that they had freedom to explore within a pre-set framework. Children in the first situation seemed more individualistic. Children in the last situation more group oriented. Although researchers do not espouse one discipline as better than the others, they do see a link between the discipline strategy and behavior patterns (Baumrind, 1966; Hoffman, 1964; Caldwell, 1966).

PHYSICAL FEATURES IMPACTING DEVELOPMENT

Physical features have been found to influence the child's behavior in the home setting. The type of dwelling that the child inhabits is an influencing factor (Gaunt, 1979). She discovered that children in multi-housing projects play mainly outdoors. Those restricted to indoors were hampered in their gross-motor development. Crowded areas restricted intersocial behavior (Loo, 1972) although certain cultural groups such as Mexican Americans conditioned to density were not adversely affected by density (Kritchevosky, Prescott and Walling , 1969).

When the environment is considered to be all-inclusive, and the child is part of that whole, the interactive potential of any given setting will affect the child's development (Bronfenbrenner, 1974; Gordon, 1975; Hall, 1966; Ittelson, 1974). The lifestyle of families occupying different socio-economic levels was found to influence the activities in which parents involved their offspring. Those parents living in middle-class subdivisions had time and opportunity to encourage their child to participate in child-appropriate activities. Parents occupying homes in low income housing included their children in their adult-focused activities (Caldwell, 1964). The child in either setting is influenced by several inherent factors all having an effect on his/her view of the world. In looking at environmental settings, Gump (1974) discovered that the physical fact of isolation in high rise living produced a range of interacting behaviors which ultimately affected parenting. Having fewer outside activities the mother's interest in motivating her child decreased. Also living in a compact setting, where indoor play facilities and adult recreation rooms are adjacent, parents were found to interfere with children's play (Pepler, 1978). The close supervision limited exploratory behavior both in terms of the surroundings and the other players. The intertwining of setting characteristics caused, in the case of continuous adult-child contact, too much regulating of playtime (Gaunt, 1979).

The investigation into setting-specific behavior (Gump and Wohlwill, 1978) found aspects of the setting determined how people react, as in the case of windowless play areas influencing introverted behavior and sunlight-flooded rooms inspiring spontaneity.

It has been theorized that a change in the setting would trigger different behavior (Loo, 1978; Hall, 1966; Ittelson and Proshanshy, 1970) while others contended that changes in the setting added to the perceptions of a child and the effect of change perceptions modified the child's behavior without displacing the authenticity of previous experiences in the child's memory (Bronfenbrenner, 1974; Lee, 1976; Pepler, 1973).

CONTINUITY IN CHILD MANAGEMENT FROM HOME TO SCHOOL

A number of studies support the theory that a match between the home and school setting enhances the child's probability to succeed (White, 1975; Coleman, 1966; Dave, 1963; Wolf, 1964; Hunt, 1961). Correlation between process variables of home and school, that were key factors, were related to three conceptual dimensions; a verbal dimension; an activities dimension; and a cultural dimension, including lifestyle (Kifer, 1976). The match or best fit of the individual to the new environment was expressed in high performance, satisfaction and little stress, whereas a lack of fit was seen in decreased performance and dissatisfaction (Pervin, 1968; White, 1975). The next best match was a child moving to a school environment which was only slightly discrepant (Kagan, 1971). When a child was placed in a discrepant school situation the child was seen to be poorly adjusted. The teacher's description was found to be negative and differed with the parents' perception of the child's behavior (Medinnus and Johnson, 1970). Children of high socio-economic status functioned best in roomy, interesting, quiet settings. When the surroundings became crowded, noisy or congested their performance was negatively affected (Kritchevsky, Prescott and Walling, 1969). The similarity to home made children feel at ease, the physical setting did not intrude. It was also found that given a choice in a multi-setting school, certain children, dependent on the presence of a dominant home figure, would locate near the teacher (Featherstone, 1974). Similarly, children from white and oriental middle-class homes more often chose child-structured activities (Featherstone, 1974).

From the parents' perspective, continuity in style between the home and school provide them with the confidence that they can effectively act as an intermediary (Hymes, 1974).

There are discrepant matches in which the stress that arises from the change from home to school is the lesser evil when compared to the child remaining in a non-nurturant, non-stimulating home environment. While daycares have been found impersonal and usually a detrimental arrangement compared to nurturant home settings (Prescott, 1975) the consistency and stimulation actually increased test scores of children from high risk homes (Belsky, 1978).

ENVIRONMENT AS AN INTERACTIVE AND CUMULATIVE FORCE

Development is a transactional process during which the organism interacts in the environment (Gordon, 1975). Each individual perceives or experiences the world in a unique way. The reality, including spatial properties, guide behavior to aid survival (Ittelson and Proshansky, 1974). The arrangement of space makes possible certain types of relationships and inhibits others. Even inherited cultural traditions are made operational in the way the environment is shaped. The environment frequently operates below the level of awareness; it is only when a change occurs that adaptation is consciously made. Although research studies focus on specific aspects of the environment, there is only a total environment (Ittelson and Proshansky, 1974). People influence and share the environment and in turn are changed by the environment which they transform (Overton and Reese, 1977; Bronfenbrenner, 1979).

PARENTAL CHOICE

Related research into the degree of effort expended by different parents in choosing a school program for their child was carried out by Cogan (1979) in Coquitlam. She found that there were passive parents in all socio-economic strata. They sent their child to the nearest school without thinking of possibilities. "Active-narrow" parents were found to make a decision but based on one criteria beyond proximity. If they were in favor of second language programming, it became the only consideration. "Active-wide" parents considered more than one criteria. Cogan discovered that from active-narrow to active-wide there was a directly related progression of increasing socio-economic status. Cogan found that parents ranked teacher, school meetings and familiarity with a school as the least important factors in finding out about schools. Ranked next was school literature and Board directives. Of slightly higher value in deciding which program would be beneficial were comments from friends. By far, most parents relied on their own information to come to a decision. This behavior suggests that parents would benefit from rationalized ways of translating their concerns into school choice criteria.

HOME ENVIRONMENT EVALUATION INSTRUMENTS

Several different instruments have been developed in an effort to isolate the characteristics of parents which best determine their child's school success. There have been studies which focus on the quality of maternal care and the intensity of early communication. In these examples, as in others of this type, difficulties arose in measuring the factors. Researchers perceived that aspects of the child's home environment would mirror the quality of the parenting.

For analyzing the patterns of activity specific to a setting in which the child is a participant, investigators have examined and measured selected structural dimensions. The structural dimension can be the measure of effort to attain as in Marjoribank's (1972) Press System in which children are assessed for their press toward achievement, activeness, intellectuality or independence (Marjoribanks, 1972; Murray, 1963).

Marjoribanks found that his assessment of a child's home situation provided a prediction of a child's success rate in verbal ability, number ability and total ability. He found that given the same level of potential ability, a child having a parent who pressed the child to succeed, to learn, to be independent, achieved 25% more on ability tests than their peers from passive homes.

An interactive structural dynamic is another home event researchers have focused on to discover pertinent predictive characteristics. Emotional and verbal responses, restriction and punishment, organization of the physical and temporal environment, and the provision of appropriate toys were the four categories scored through direct observation of mother/child dyads as part of the H.O.M.E. Inventory (Bradley and Caldwell, 1978). The scores were correlated with socio-economic levels, age and education. The research team of Bradley and Caldwell used the H.O.M.E. scale to successfully discriminate between normal homes and homes at risk. There was considerable weight attached to socio-economic status as a forecaster.

In another study, home environments were evaluated through six process dimensions headed by achievement, language and stimulation expectations. The scores were correlated with intelligence of children (Wolf and Dave, 1963; Wonzik, 1967). Six dimensions were examined in the Dave/Wolf instrument through an extensive interview format. The expectations of the parents, the interests and activities of parents, the quality of language that parents modelled and the work habits of the parents were reflected in scores achieved. The interviewers asked questions which showed how the parents felt about education and how much schooling they felt their children should have. An inventory was taken of the interests and activities in the home which had an intellectual theme. Finally, observations profiled the work habits of the parents. All of the dimensions were contributory to a description of the home. The higher the dimension scores, the higher the intelligence scores.

Play spaces were investigated for level of child-directed activities in several research instruments (Hoffman, 1976; Prescott, Jones and Kritchevsky, 1967). Children in the Kritchevsky, Prescott and Walling study were observed as to their membership in recognized groups. They used predetermined criteria which included socio-economic status, cultural indentification, and sex. They developed trends that one might expect to see in child behavior in a learning environment which were related to these criteria.

Maternal behavior was charted through descriptive data focusing on dwelling, cultural category, mental capacity and personality attributes (Schaefer, 1959). Parental Attitude Research Instrument (P.A.R.I.) scores were linked to the skill potential expected of each child. The P.A.R.I. has been widely used to assess the home effects on child potential for success. It focuses on parental attitudes covering a range of parenting behaviors. The format includes single-stimulus items presented in Likert style. The criticism has been that acquiescence responses are likely; that social desirability responses are not avoided; and that educational level of the respondents influences P.A.R.I. scores. It continues to have wide-spread use because it does demonstrate differences in profiles of child-rearing attitudes. However, because it does not focus on setting features, it lacks the capacity to register an appropriate range of environmental clues.

The Fels Inventory explored the relationship between parent attitude and children's performance (Crandell, Dewey, Katkovsky and Preston, 1964). It was first developed by Baldwin in 1949. The inventory assessed parental behavior, attitude and home conditions. Parents were observed and rated high, medium or low in each of three categories of democratic, acceptant and indulgent.

The parental conceptual inventory (Bishop and Chace, 1971) offered a structured interview protocol as a means of capturing the essence of parenting skills. The scale was developed through the measurement of children's play in terms of complexity and variety of performance, and was found to correlate with parental degree of abstractness in parenting practises. The questionnaire items focused on attitude regarding various play situations; types of toys, rights of children in play, attitudes in play, and relations among children. The questions attempted to reveal the promotion or inhibition of playful attitudes in the home. This was balanced by factual questions describing novelty, variety and exploratory possibilities in the home.

The inclusion of the factual items pointed to the capacity of the setting to reveal parenting perogatives.

The Bishop and Chace approach was not affected by a social desirability bias or an acquiesent attitude. However, it clearly was aimed at evaluating the quality of play rather than the environmental setting. The approach taken by

Bishop and Chace was a useful model in the formulation of an interview protocol for this study.

The Seaver Instrument (1974) profiled effects of home and school through evaluation of the environmental setting. Of all the inventories discussed, the Seaver instrument best met the conditions of the present research problem. There were parents making school selections and a variety of programs available. The possibility that a questionnaire could be useful in determining qualities of the significant adult of each setting provoked the Author's interest. The literature on the Seaver experiment is sparse. Application of the instrument to test its capacity to perceive continuity was indicated.

SEAVER INSTRUMENT

Seaver (1974) believed that parents seek educational settings for ~~their~~ children where a similarity exists between aspects of their home environment and the school environment. In an attempt to illustrate that parents perceive the same elements of the environment important in the school setting as they themselves prioritize in their home setting, she composed a matching questionnaire. The Home Setting part of the questionnaire described the home in terms of four elements; stability, accessibility, configuration and complexity.

The School Setting questionnaire was matched category by category with questions that paralled setting use but in school terms. For example, if the home question reads, "Is there a shelf for each type of toy?" the corresponding school question reads, "Are materials designated for particular storage shelves?" The three schools she evaluated were of three distinct types; Behaviorist, Cognitive and Maturational. The rationale was that if her theory of setting continuity was true, the home settings associated with each school type would have similar elements as those of each school setting.

Seaver experienced some difficulty in collecting her data, but despite incomplete data, there were significant trends to support her hypothesis.

CONCLUSION

Throughout this review of literature, the findings have supported the effects that childrearing patterns have on children's educability. Research into congruency of home and school setting is also supportive. Research of the literature has provided positive support for the contention that parenting and childrearing patterns affect educability and that a congruency between home and school is beneficial to the child's learning. However, the literature does not describe a method of isolating quantitative factors with which to determine congruency. Therefore, the consideration of the Seaver instrument as a means of penetrating the complex settings in schools and in homes seems warranted as an aid to help parents make appropriate choices.

CHAPTER THREE

METHODOLOGY

INTRODUCTION

The present chapter begins with a description of the stages of the study. This is followed by several detailed sections outlining the research plan from the pilot stage through the development of the research instruments to the modified study design.

A segment focuses on the researcher guidelines, developed to assure study validity. As well, sample data are provided to illustrate the scope of the collection instruments. The willingness of the study participants to provide information is discussed as it relates to the quality of the support data and the depth of the discussion. The evaluative guidelines used to assess the relevancy of the data are included.

Finally, this chapter delineates the methodology surrounding the data analysis. As data are of both a qualitative and quantitative nature, interview and questionnaire data respectively, both methods of analysis will be introduced individually, then the method of analyzing data in tandem is described.

RATIONALE

The study was designed to be primarily exploratory. The interview protocol focused on environmental issues in like manner to the Home Play Interview Questionnaire (Bishop & Chace, 1971) but with questions related to the content of the Seaver Instrument. This was extended to develop background material. Although the interview protocol was followed in the interview sessions, the researcher pursued issues of particular interest to each participant. Points of discussion which added to an understanding of underlying concepts and participant perspectives were also explored. The benefit to the research of having both quantitative and qualitative information is that "inferences drawn from several sources strengthen the import of the data" (Yarrow, 1963).

The questionnaires were directed at setting management in the home and in the schools. The data arising from questionnaires were considered as an objective assessment of the settings. Twenty-four triads composed of parent, teacher and principal made up the study population. The triad members occupied these roles for a child who was one of twenty-four children who attended a child centre preschool. Scores depicting the behavior of the triad members were tabulated.

Consideration of Descriptive Research

A study of this nature is facilitated by an ethnographical approach, in which the field researcher describes the range of behaviour within a sample, not unlike the standard deviations of a sample, and can point to significant differences as well as to similarities. The use of statistics in ethnography may be helpful to show probability and support inference (Stivers, 1974).

Certain aspects of the characteristics of ethnography were applied in the course of collecting data for this study. The researcher used several methods to obtain information including participant observation, key informant interviews, surveys and documents.

The process of hypothesis generation is a gradual one that goes hand-in-hand with the collection of data, (Janesick, 1981). The relative importance of the quantitative data in the research contributed to a broadening of the scope of the study.

As well as assuming the participant observer role, the author attempted to stand back from the immediacy of the interview information and interpret the findings. The researcher thus became receptive to the several points of view, accepting of the value inherent in the subjects' perspectives.

While viewing the particular process, the researcher sketches the "ethnographic present" (Wolcott, 1975). The application of the findings to other circumstances is thus tentative.

Additional Sources of Qualitative Data

The teachers of the Child Centre provided their personal views of the program and shared their perceptions of selection criteria on the part of parents at registration and at year end. In addition, an interview with Dr. Roger Palmer provided background and current program parameters of optional programs within Edmonton Public Schools.

Considerable information emerged in the process of conducting the interviews. The manner used by parents and teachers in dealing with people, the accessibility of the parents and school personnel, and the responses made by additional relevant persons provided a check and balance to the interview and questionnaire data.

Profiles

The qualitative and the quantitative results were to be viewed together to see if they could provide a profile of the home setting and the school setting. The results were expected to define the level of congruency between the home and the school the child attended. The qualitative observations were added to judge the consistency of the the quantitative picture. One possible outcome to be considered as the study progressed was the expectation that the Questionnaire could be useful in indicating a fit between settings for parents attempting to choose appropriate schooling. Another element underlying the research was whether the participants' basis for school selection netted the child a suitable educational experience and whether the continuity that occurred between settings was beneficial. This was also particularly relevant for the participants of the study. The study also examined whether congruent settings supported the expectation that continuity in the environmental components of a child's life contributed to the child's educational well-being.

PILOT STUDY

A pilot study was first carried out to measure the ease of questionnaire presentation and to develop an interview protocol which covered the study issues within a flexible format.

Pilot Study Subjects

In the pilot study, three schools paralleling the behaviorist, the cognitive and the maturational were chosen. A parent was suggested by the teacher in each program who, in the teacher's view, echoed the school perspective in her parenting style. As well, the child was at ease with school expectations and doing very well.

Questionnaires

The pilot study followed the Seaver Study in format. In the Seaver Study, preschool programs were analyzed and profiled. Questionnaires were given to parents and teachers. Three schools were chosen for the research, a behaviorist, maturational and cognitive.

The three mothers were contacted and consented to a visit from the author. They completed the setting questionnaire and participated in the experimental interview. At the same time, the researcher visited the schools and completed a school setting questionnaire for each program.

The three sets of home and preschool questionnaires were scored as suggested by the Seaver Study. Results of the questionnaires were compared and the congruency of home to school setting was profiled using Seaver's four environmental categories of stability, accessibility, configuration and complexity.

The probability existed for home and school to match on the accessibility scale, which showed that children had equal access to materials in home as in school, or on the complexity scale which showed that children were offered materials in the same level of difficulty in either setting. As well, home and school might be matched in configuration values if the functional arrangements were similar, or in stability, when the use of space was similarly scheduled in both settings. The scores could be matched on one or more scales to suggest degrees of congruency between the two settings pinpointing the possible continuity. Moreover, the two matched questionnaires were composed of setting use items which were equally relevant for both home and school.

Pilot study participants, being personally concerned about program selection for their child, identified with the aims of the study. Requests for feedback on the clarity of the questionnaire were met with consideration and resulted in useful recommendations for the researcher.

The feedback focused on an inadequacy in the introduction to participants on how to complete the questionnaire; conflicting meanings for some words as they appeared in different contexts; and unclear items regarding the timing of events, i.e. "do you alter activities before children are restless?".

Comments from the pilot study participants resulted in an awareness of possible misunderstandings so more explicit instructions were given prior to the completion of the questionnaire. In special cases where the questionnaire was filled out in advance of the interview session, participants were asked to note items requiring clarification.

Interview Protocol

Various interview techniques were piloted. A single-response question format, an open discussion format and a specific issue discussion were all tried with each of the pilot study mothers.

The first approach resulted in limited conversation on the topic. The result of the second approach was confusion and requests for clarity. The consequence of the last approach gave room to expand ideas without getting too tangential. This latter was the forerunner of the interview protocol used in the research.

Problems Arising from Pilot Study

One of the difficulties revealed by the taping of the parent interviews was the tendency on the part of the researcher to complete phrases of respondents and to lead responses. Additional sessions were arranged with the parents in the programs to refine the interviewing style.

The taping of responses did not interfere with fluidity of responses. The researcher was prepared to discontinue taping at any time if subjects were negatively affected.

Results of Pilot Study

Overall, the scores on the questionnaires reflected the parents' tendencies to project their home management style in their choice of preschool program.

The tendency was, however, expected because of the method used in choosing candidates. Significantly, the Seaver Instrument did have the capacity to profile the home and school setting in a controlled match of the two settings.

As a further measure of the accuracy of the Seaver Instrument to profile these homes, the researcher was permitted to be an observer in the homes over an extended period of time.

The Seaver Questionnaire was also presented to the parents of a local daycare centre. The parents completed the forms at the centre as they picked up their children on one specific day. The questionnaires were scored and the results were tabulated. The trial run of the instrument to a larger number indicated methods of tabulation which would provide the most useful information. Discussion with University of Alberta statisticians about the pilot study data resulted in a decision that the data suited a descriptive examination of the problem.

Guidelines Emerging from Pilot Study

- Interviews in either the classroom or the home should be arranged when the children are not present.

- A suitable duration for the interviews is from one to two hours. This provides for a getting-acquainted period increasing the possibility of spontaneity.

- The most practical arrangement for the interview is for the interviewer and participant to sit across from each other at a table with the microphone placed inconspicuously.

- The microphone should be operating from the beginning of the conversation so there are no unnatural breaks.

- Familiarization with the interview protocol permits flexibility on the part of the interviewer.

- Parents respond more fully when they are familiar with the aims of the research. It is therefore important not to rush the preliminary familiarization period.

- The participants should be assured of anonymity, and advised that information offered in confidence will not be used.

- Questions in the protocol should be adhered to, but expansion on topics can be encouraged by restating comments and requesting development of an idea. Discussion which is not connected to the topic should be redirected. Off-topic discussion may lengthen interviews such that productiveness diminishes.

THE STUDY POPULATION

The author wished to explore the issue of continuity from home setting to school setting. To accomplish this, the author sought a study situation in which there would be a variety of program options and people who would choose from among the options.

The ideal combination of conditions occurred at the University of Alberta Child Centre. Parents in the latter stages of the winter term made it known that they were in the process of selecting a program for their child's kindergarten year. They found that a variety of options were available. They selected programs after some consideration.

The researcher identified the groups' resource potential as an appropriate group for study in the following term after the child had been in kindergarten for eight months. The parents represented a cross-section of economic and social backgrounds but occupied a narrow upper strand of the educational spectrum, as all parents had university education. In choosing the Child Centre initially, they had demonstrated concern for their child's education and, as a group, expressed considerable interest in early childhood education. As a group, they were representative of the kind of parent who has a growing awareness of educational options but who may not have made a decision for their child's schooling in an objective manner.

The author determined that the choices in program selection made by Child Centre parents would form the basis of the discussion on continuity between home and school settings. Consequently, these parents became the source of home setting information. The teacher and the principal of the particular school chosen by the parents became the source of school setting information.

The study population was composed of twenty-four sets of parents with parallel sets of principals and teachers. Because some parents had chosen the same programs the total number of principals was fifteen and the number of teachers eighteen.

PLAN OF STUDY

Permission was obtained from the Edmonton Public School Board to contact school participants (Appendix III). Letters were sent to principals by the Board requesting their participation and that of their kindergarten teachers. These were followed by telephone contacts by the researcher in which arrangements were made for data collection.

Letters requesting parent participation were sent (Appendix IV). Telephone contacts confirmed willingness of participants to be a part of the study. While not all families could be reached, all who were contacted were eager to participate. Of these, one was unable to participate because of moving plans and another was living in a locale that did not provide any educational options. The remainder became the study's population. There were twenty-four homes involved in the study.

Questionnaires were completed by the participants at the time of the scheduled interview and gathered at the conclusion of the interview. The author conducted the interviews. All interviews were taped and later transcribed by the author. Data gathered from the two sources was analyzed and the results discussed in Section 4.

The three participants contributing information about the home and school setting of one child were referred to as members of a triad. A principal and a teacher were members of many triads as they had pupils under their care who were from the target population, the 1980 University of Alberta Child Centre class. Most often the mother was the spokesperson for the parents, although six fathers joined in the discussion. As noted earlier, the schools were part of the Edmonton Public School system.

The method of deriving comparable data from two settings in order to examine continuity of setting style took two forms, a questionnaire and an interview session. The two forms of data collection were used with all members of the triads at prescheduled sessions in the related setting. The questionnaire completion and the interview session usually occurred at one time. The questionnaire was filled out in about 20 minutes. The interview lasted between one and two hours. Time for getting acquainted and familiarizing the participant with the aims of the study was not rushed. Questions related to the role of the participant were encouraged.

QUANTITATIVE DATA COLLECTION

The Seaver Instrument was judged to be an appropriate method of collecting quantitative information on how triad members managed environmental settings. It was to be completed in a first-reaction timeframe.

The interview protocol was used to collect corroborative qualitative information that extended the Seaver focus by introducing topics related to school selection (Appendix V).

Seaver Instrument

The Seaver Questionnaire was developed by Judith Seaver, at Penn State University, for analyzing four setting management categories common to school and home settings. Copies of the complete questionnaire for home and school setting are found in Appendix VI-1 and VI-2. There are 51 items in the School Setting Questionnaire and 83 items in the Home Setting Questionnaire. In each of the four categories (Stability, Accessibility, Configuration and Complexity) there are items labelled negative and items labelled positive. The negative items deal with restrictiveness and positive items with openness. A sample follows from the Complexity Scale. The complete negative and positive distribution of items within categories is found in Appendices VII to X.

COMPLEXITY SCALE

Negative Items

Each toy has a special game that is played with it.

Children receive clear directions about using toys and materials.

Specific directions are given before the child uses new toys or materials.

Children have to know how to play with a toy before they can use it.

Adults help children with difficult tasks.

Children often complete what an adult has begun for them.

Activities are chosen so they will not be difficult.

Positive Items

Children do the best they can with difficult tasks.

Toys and Games are somewhat complicated.

Children invent many games for the same toy or material.

Children are encouraged to experiment with toys or with toys or materials.

Play activities are challenging.

Play materials are sometimes used in unplanned ways.

Likert Response Format

Each item is responded to by circling the Likert number which best describes the respondent. The number circled becomes a score. Scores developed in the negative dimensions range from -1 to -4. Scores developed in the positive dimension range from 1 to a maximum of 4.

The numbers always represent degrees of agreement with the item. Each page in the questionnaire is headed by a Likert Key which shows levels of response ranging from inaccurate to accurate.

Scoring the Questionnaire

Scores develop profiles which identify the study participant on a continuum between a negative and positive pole. The negative portion of the continuum indicates the degree adults control the environment, whereas the positive range suggest the degree adults free the environment.

Each participant is assigned a questionnaire score which reveals a quantitative profile of the participant's method of organizing the setting that the child experiences in a way that affects his/her mode of interacting. The scores accumulate in negative and positive dimensions. Neither the positive nor the negative score is indicative of appropriate or inappropriate setting management. It is a measure of the adult's approach to child-rearing and permits comparisons because of the number value which is assigned.

The underlying assumption in the study is that having the same focus from one environmental conglomerate of experience to another is of benefit. Whether the child's environment is tightly structured, moderately or loosely so, is not the concern. The profiles that emerge through the data are not right or wrong profiles nor are the responses right or wrong. The picture of the home or school setting is not subject to judgement within the terms of the study.

QUALITATIVE DATA COLLECTION

Interview Protocol for Parents (see Appendix II)

Interviews had basic items which covered the reason for the selection of a school, and the long term expectations of programs for the child.

Interviews always began with a question about school philosophy and how that philosophy was projected and whether it had an influence on families in being attracted to the school. A question aimed at personal history explored the influence of their own schooling as a factor in selection.

A general topic of parent involvement included the level of encouragement from the school, the degree of access to decision-making, the role of parents as perceived by the parent or projected by the school. As well, the issue of whether schools should mirror the community views or whether they should develop their own philosophy was introduced for discussion.

Views on options available to parents for schooling were addressed. Comments were encouraged regarding the value or long range availability of options of neighbourhood schools and the possible negative aspects of annihilation of neighbourhood schools.

Interview Protocol for School Personnel

The school philosophy, as described by the principal and as perceived by the teachers, was examined as to its relationship to parent involvement and educational focus. Teachers were asked to comment on classroom structures and how they relate to the child's preschool experience and to the parents' expectations. The child's apparent success in the school setting and the teacher's perceptions about continuity from home to her classroom were the focus of discussion. The subject of parent choice, and program alternatives was directed at both the principal and the teacher.

DATA ANALYSIS

Quantitative Data

The scores achieved were tabulated and are expressed in chart and graph form with accompanying explanations. Simple frequency tabulations are included and form the basis for cross-graphing data. Tests of significance were not applied because of the nature of the data. However, percentages are used to suggest trends toward significance. Averages and mean scores are used in the graphical presentation of the data.

Scores

The scores for each participant were developed with four category scores for totals and both a negative and positive total within each category. This can be summarized as "S"±, "A"±, "C"±, "X"± and "S" Total Score, "A" Total Score, "C" Total Score and "X" Total Score.

Scores were matched by category and by sub-totals for the triads related to each child. The Stability Scores of the principal were matched to the Stability Scores of the teacher whose Stability Scores were matched to the parents. All sub-totals were matched as well. The degree of congruency between the categories of complexity, configuration and accessibility was similarly appraised through score matching.

The schools were then grouped by program. Those schools involved in second language immersion were treated as a cluster and scores within the group were compared and discussed. Similarly, the other groups such as community schools, academic programs and alternate schools were analyzed. As well, comparisons were made between clusters and among groups of participants, principals with principals, or other combinations to check out areas of agreement.

Qualitative Data

Qualitative data is a vital aspect of the study. This information is used in the formulation of profiles of participants. Moreover, qualitative information is combined with score data to show how interview data develops themes only partially surmised from scores.

Combining Data

The interactive process of combining the score information with the researcher's field research provides a more comprehensive view. The scores tend to give a delimited view of the behaviour of the participant, since they result from the participants' interpretation of questions. Observations, on the other hand, were made on the basis of the total context. For example, one participant answered conclusively that he would never give a child a complicated toy. This response taken by itself suggested a lower level of complexity than was evidenced by the many challenging materials available for his child. His view of "complicated" was as in "intricate" and intimated toys whose attraction was their gadgetry. The observation process provided an opportunity to interpret the responses to arrive at a better view of the reality. The object of the study is to draw home and school profiles and to assess the profiles in terms of congruency. The Seaver instrument was used as a source of quantitative data. The blending of observer data and score data contributes to a fuller picture and either source can be a validity check on the other. The composite view of the home and school settings will either be consistent with the quantitative picture or discrepant. In either case, the capacity of the two approaches to effectively complement each other will be seen in the manner in which the diverse approaches substantiate or clarify the situation.

Presentation of Data

The initial discussion focuses on the presentation of data arising from the questionnaires for both the home and school settings. The data relates to the triad surrounding a child, consisting of the teacher of the child, the principal in the school the child attends and the parent of the child. The child is the pivotal character but it is through the actions of the study participants, in the settings that impact upon the child, from which the setting profiles are drawn. The "actions" of the participants are expressed in the environmental management of the school setting, in the case of principals and teachers, and of the home setting in the case of parents.

PROGRAM PARTICIPANT IDENTIFICATION

The profiles for the study participants are drawn from data emanating from questionnaires and interview sessions. Each participant becomes part of a group depending on the program in which a particular child is enrolled. Consequently, the first step in deciphering the data is to survey the distribution of participants among the school programs (Figure 1).

EDMONTON PUBLIC SCHOOL BOARD

4 COMMUNITY SCHOOLS

4 Principals
4 Teachers
6 Parents of 6
Children in Programs

2 COMMUNITY SCHOOLS WITH CHILD CARE SERVICES

2 Principals
2 Teachers
3 Parents of 3
Children in Programs

3 FRENCH IMMMERSION

3 Principals
4 Teachers
7 Parents of
Children in Programs

3 ALTERNATE PROGRAMS

3 Principals
4 Teachers
5 Parents of
Children in Programs

2 ACADEMIC PROGRAMS

2 Principals
2 Teachers
3 Parents of 3
Children in Programs

1 SPECIAL NEEDS PROGRAM

1 Director/Teacher
2 Parents of 2
Children in the Study

FIGURE 1 - DISTRIBUTION OF PARTICIPANTS AMONG SCHOOL PROGRAMS

DESCRIPTION OF SCHOOL POPULATION

The schools, grouped by program, are described as to the number of study participants and the general characteristics attributed to them.

French Immersion

The French Immersion program included seven triads for study analysis. The three schools were coded Forest Road, Forest Lane and Forest Grange. The schools originally provided regular elementary programs in English but had altered their focus to that of a second language immersion program to meet the pressure from the community at large for increased facilities. One of the three schools had a small continuing regular program running from Kindergarten through to Grade Six, but it was not expected to continue.

Neighbourhood Schools

The Neighbourhood School category is divided into those operating with a regular community program and those extending their regular programs with before and after school care. Five children from the study population attended regular school programs and three children attended schools with care facilities. Most of the schools designated as regular program schools displayed unique characteristics which made the designation "regular community" programs seem too generalized. This aspect of neighbourhood schools will be addressed.

?

Alternate Programs

Five of the study population attended the three schools labelled as alternate programs. The label is not to be confused with programs outside of the public school jurisdiction. The three programs operated under the umbrella of the public board and were subject to in-system standards of pupil achievement and teacher competence. However, the curricula was guided by advisory boards representing special interest groups.

Academic Programs

The schools labelled "Academic Programs" provide programs which are the forerunners to Junior High Academic programs. The elementary programs are not categorized by the Board of Education as being academic. The label is used because the pupils are considered to be in line, by parents, and to some degree by school personnel, for spots in the Junior High program, if they have attended the elementary program in the school. Within one of the academic designated schools, there is also a second-language immersion program. The school is coded as an academic program rather than an immersion program because of the emphasis in the school on academic achievement with the immersion programs only being considered as tangential to the primary academic thrust.

Special Needs Program

There were two children in the study population who continued to attend the child centre but who were enrolled in special needs programs. The mothers in these programs attended a training session at the special needs school with their child. In essence, the mother was taught how to set up a home program. Consequently, the data from the home setting questionnaires for these participants are not part of a principal, teacher, parent triad. Instead, the home settings are juxtaposed to the Child Centre in later discussion. The significant other person in this triad was not a principal or teacher, but continued to be the Child Centre teacher.

QUESTIONNAIRE DATA

Seaver Questionnaire

All participants from each program triad were presented with a Seaver Setting Questionnaire. The principal and the teacher each completed a School Setting Questionnaire, while the parents completed the Home Setting Questionnaire. The questions in either case focused on the four categories or dimensions of the environment; Stability, Accessibility, Configuration and Complexity (see Table 1). A continuum from negatively to positively defined actions was achieved through the equal distribution of negative and positive statements answered on the Likert Scale (see Table 2).

Questionnaire Scores

The response most representative of the participant's perspective was weighted 4, the response least representative 1, with the mid-values of 2 assigned to somewhat unlike, and 3 assigned to somewhat similar to the participant. The values chosen by the responder were circled. The circled numbers were added for both the questions with a negative sign and the ones with a positive sign. Two totals were derived for each category. The raw score was depicted in a grid (Table 3).

TABLE 1 - DEFINITION OF CATEGORIES IN QUESTIONNAIRE

Stability "S"

- Time-related changes
- Patterned use of time periods
- Time-related functions of physical areas
- Occurrence of meals, snacks
- Sequencing of activities (lunch, nap, play time)

Accessibility "A"

- Ease of interacting with environment
- Physical availability
- Rules, regulations, limits, boundaries
- Reachability of storage shelves
- Number of games allowed
- Number of children allowed in certain areas

Configuration "C"

- Physical attributes, size of space, scale of space and contents
- Function and location of space
- Open space to play
- Distance between play space and storage area
- Relationship of child play space to group and adult activity

Complexity "X"

- Extent environment taps child's mental and physical skills
- Play activities described in terms of developmental skills
- Amount of adult mediation necessary for success
- Toys with various games
- Presence of simple challenging games

TABLE 2 - SEAVER'S LIKERT SCALE

1 - inaccurate description of my (home/classroom)
2 - somewhat inaccurate description of my (home/classroom)
3 - somewhat accurate description of my (home/classroom)
4 - accurate description of my (home/classroom)

TABLE 3 - SCORING GRID

	S	A	C	X
+	20/71%	16/67%	14/58%	21/88%
-	13/65%	21/58%	28/70%	27/61%
TOTAL	6%	9%	-17%	17%

Key:
S is Stability (time structure)
A is Accessibility (to materials)
C is Configuration (organization of space)
X is Complexity (challenge level)

A percentage representation of the raw score was added to the grid in such a way that the raw score and the comparative percent score are readily apparent.

Compilation of Scores

The tabulated scores represented the responders weighting or valuation of the items on the questionnaire. The value the responder placed on an item in any of the four categories was subject to his/her interpretation of the intent of the statement. Subjective judgement was involved. The total score for each category is an arbitrary point in the continuum. It intimates more enabling behaviors directed at the child through management of the environment (home and school settings). The scores range from 30 to 65 in negatively posed items (the responders showing more controlling behavior the higher the numbers). The scores range from 50 to 100 in the positive statements (the higher the score the more enabling the adults considered themselves).

A participant's relative score represents a range of behaviour from restrictive to enabling.

Collapsed Scores

Combining scores enabled the researcher to compare a composite score for any one subject in any particular category with another subject. It represents the reduction of the positive and the negative dimension by arithmetic addition of the scores. The collapsed score was not used for all discussion, to avoid the distortion of reducing constraining or enabling behaviours to a lesser median behaviour. However, the collapsed score is a way of comparing the unified expression of management of the setting within a category.

SCORING CODE

The highest possible total score would result from a response of four on every positive question and one on every negative question. A breakdown of the possible scores and total possible scores on the instrument is presented in Table 4.

The School Setting and Home Setting questionnaires do not have exactly the same numbers of questions in each category, but the final scores can be compared. The scores in the categories were expressed as percentages as well as raw scores for the purpose of comparisons.

TABLE 4 - SCORING CODE

School Setting Questionnaire

	Stability	Accessibility	Configuration	Complexity	
Positive (+) Questions	7	6	6	6	
Possible Score	28	24	24	24	Possible Total 100
Negative (-) Questions	5	8	6	7	
Possible Score	20	32	24	28	104

Home Setting Questionnaire

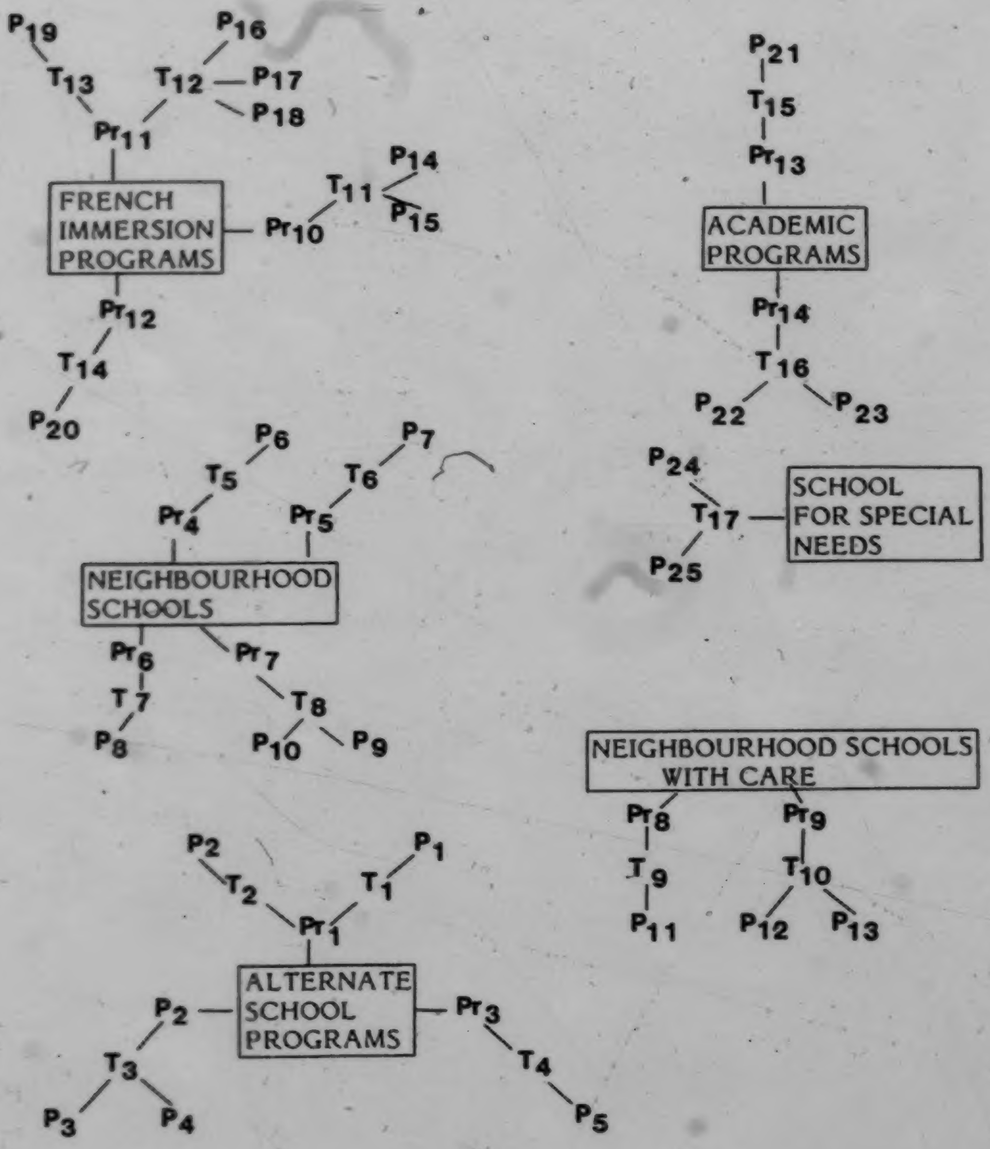
	Stability	Accessibility	Configuration	Complexity	
Positive (+) Questions	13	10	10	10	
Possible Score	52	40	40	40	Possible Total 172
Negative (-) Questions	10	9	10	11	
Possible Score	40	36	40	44	160

The presence of both positive and negative question scores permitted tabulations of scores separately, or in combination to exhibit the mean and the range of restrictive to enabling behaviors. The score means achieved by collapsing the negative and postive scores was found to be a useful standard unit for comparing one participant's rating with another. Consequently the extremes on the continuum are drawn toward a median range of scores when the ± scores were added together.

BASIC SCORE DATA

The raw scores in the four categories are shown on comprehensive tables. The "S" score refers to stability concepts involving scheduling activities for children, whether in the home or in the school. The "A" score accounts for items covering accessibility to materials in the home or in the classroom. The "C" score indicates levels of differentiation in setting use. The "X" score covers the levels of complexity inherent in materials found in the home and in the school, and the expectation attached to the use of those materials.

The data has been clustered in groups related by the general characteristics of the programs (see Figure 2). The clusters are included under the following headings: French Immersion Programs, Community Schools, Community Schools with Care Facilities, Special Needs Programs, Alternate Programs and Academic Programs.


FRENCH IMMERSION PROGRAMS
P_{19}
T_{13}
P_{16}
T_{12}
P_{17}
P_{18}
Pr_{11}
P_{14}
T_{11}
P_{15}
Pr_{10}
Pr_{12}
T_{14}
P_{20}
ACADEMIC PROGRAMS
P_{21}
T_{15}
Pr_{13}
Pr_{14}
T_{16}
P_{22}
P_{23}
SCHOOL FOR SPECIAL NEEDS
P_{24}
T_{17}
P_{25}
NEIGHBOURHOOD SCHOOLS
P_6
T_5
Pr_4
P_7
T_6
Pr_5
Pr_6
T_7
P_8
Pr_7
T_8
P_{10}
P_9
NEIGHBOURHOOD SCHOOLS WITH CARE
Pr_8
T_9
P_{11}
Pr_9
T_{10}
P_{12}
P_{13}
ALTERNATE SCHOOL PROGRAMS
P_2
T_2
P_1
T_1
Pr_1
P_2
T_3
P_3
P_4
Pr_3
T_4
P_5

(Similar programs are shown grouped or clustered with Principals (Pr), Teachers (T) and Parents (P) who were attached to specific schools.)

FIGURE 2 - ARRANGEMENT OF PRINCIPALS, TEACHERS, AND PARENTS IN PROGRAMS

Alternate Programs							
Wapiti Way	Pr1	T1	T2	P1	P2*		
Accord Way	Pr2	T3		P3	P4		
Cosmos Way	Pr3	T4		P5			
Neighbourhood Schools							
Belle Garden	Pr4	T5		P6			
Lotus Garden	Pr5	T6		P7			
Walla Garden	Pr6	T7		P8			
Sacaton Garden	Pr7	T8		P9	P10		
Family Care Schools							
Poplar Haven	Pr8	T9		P11			
Willow Haven	Pr9	T10		P12	P13		
French Immersion							
Forest Road	Pr10	T11		P14	P15		
Forest Lane	Pr11	T12	T13	P16	P17	P18	P19
Forest Grange	Pr12	T14		P20			
Academic Programs							
Greenwood Park	Pr13	T15		P21			
Myrtlewood Park	Pr14	T16		P22	P23		
Special Needs Programs							
Avon		T17		P24	P25		

* Regular Program within school labelled as an Alternate School

P Parent
Pr Principal
T Teacher

FIGURE 3 - CODE NAMES FOR OPTIONAL PROGRAMS WITHIN THE SYSTEM

Coding the Study Participants

The principal is referred to as "Pr", the teacher as "T", and the parents as "P". The number attached to the participants of the study triads remains constant throughout the discussion of the findings. Consequently Figure 3 shows a complete breakdown of Code Numbers for all the participants.

They have been placed in program groupings to coincide with the analytical approach. Some programs co-exist with a different main program. While they are identified in the later description they are included in the code names for the main program. For example, a regular kindergarten in a school designated as a French Immersion school is labeled with the French Immersion code name.

Principals, teachers and parents have been assigned a code number in order that the anonymity of the participants is preserved. Numbers facilitate reading of charts and graphs. However to maintain a relationship to the school to which parents and school personnel are attached, discussion focus on triad members within program clusters. When groupings change to show other relationships, code numbers are associated with school code names.

Discussion surrounding the congruency levels includes observations recorded while in the home and/or school setting. The observations centred on interactions, or general impressions of the home and on reactions within the interview.

Scores are graphed in combinations which illustrate patterns of convergence. Significant trends indicated by congruent or near congruent scores are assessed for possible inferences. An ongoing commentary accompanies the graphs to explain the arrays of data.

The evolution of ideas in this study was heavily influenced by participant contribution. Some input affected the development of the study and will consequently be dealt with more extensively. The presentation of the community school issue, for example, was an arousing issue, and hence is addressed.

LIMITATIONS OF THE STUDY

Data collection depended on voluntary participation, so it can be assumed that this group was more involved in their children's education than the general public. The population also consisted of a group of parents who had already shown that they were prepared to take the initiative in identifying potential learning situations beyond their closest preschool alternative. This was illustrated by their elaboration on their reasons for enrolling their children in the Child Centre. Consequently, the results should only be generalized for similar subjects and extrapolated to the general public with caution.

The space configuration category included items on designation of areas to promote or inhibit setting specific activity. The separation of living space into easily recognizable activity areas is more difficult to accomplish in a small compact living space, than in a many-roomed house, even when this is the parent's intention. Considerations of this nature led to some subjective judgement in guiding the respondant in the completion of the questionnaire, precluding strict objectivity in the study. As the researcher took a participant observer role, this enabled her to obtain additional information to supplement the questionnaire.

The willingness of parents to divulge information and varying ability to reflect on their decision-making affects the responses of the study population. The responses reveal the range of parent awareness of their role in education by the variation in their degree of intensity and depth.

The study, undertaken at a particular point in time, shows relationships among study participants. It is the potential for discovering matchable settings that must be considered. To assume particular links are relevant beyond the specific timeframe of the study would imply generalizations that would be improper.

The diversity of elements within the study population was large, requiring greater numbers within each sub-population to allow a rigorous statistical analysis.

Information was collected from the parent population and from school representatives regarding the environmental factors which affect the child's learning experience. However, the benefit to the child was inferred from the data without corroborative observation on the child's responses to like or varied home and school settings.

This chapter on methodology has introduced the elements of the research which focus on developing "setting profiles". The following chapter presents the findings of the research for discussion.

CHAPTER FOUR

DISCUSSION OF THE FINDINGS

INTRODUCTION

This chapter examines the data resulting from the presentation of the questionnaire to parents, teachers and principals and from interviews with them. Quantitative and qualitative data are presented separately and then combined to strengthen inferences of either or to clarify distortions. The development of information from either source, or from a combination of both, contributes to an environmental setting profile. The profile of the home setting is compared to the school setting profile.

RAW SCORE DATA

The raw data from the questionnaires is cross-tabulated. It is presented in table form and headed by the Score Grid used individually for Categories of Stability, Accessibility, Configuration, and Complexity. The data are presented with respect to each program. Positive scores indicate relative enabling. The negative scores show a relative degree of constraint. The differential number represents the collapsing of positive and negative to one point on a continuum.

The tabling of information is a vehicle for checking the cohesiveness of questionnaire data. It reduces the data to show the relationships and congruency levels among members of each triad. When coincidence of scores occurs, it is construed as evidence of continuity from home to school, or at least between the home setting and part of the school management, either to teacher, to principal, or to both. The interview information is used later to clarify less clear data signals.

DISCUSSION OF QUESTIONNAIRE DATA

The data presented in the tabulations are discussed in this section in terms of each of the school groups. Subsequently, the data are examined from several additional perspectives.

French Immersion Programs

The French Immersion program (see Table 5) at Forest Road, Forest Lane and Forest Grange supplies the largest portion of data.

Principal No. 10 at Forest Road along with Teacher No. 11 and the parent whose child attends the school have identical percent scores in the complexity category. The implication is that they have a similar view of how challenging the materials should be in the child's free play. The score for each of the three participants was 88%. However, the second parent (P 15) at Forest Road attained a score of 95%. By considering the relative size of the scores, the second parent could be considered "more" concerned about providing challenging materials for her child.

TABLE 5 - QUESTIONNAIRE RAW SCORES AND PERCENTAGE SCORES
(page 1 of 2)

FRENCH IMMERSION

		Stability (S)	Accessibility (A)	Configuration (C)	Complexity (X)	Total Raw Score	Total Percentage
Forest Road							
Pr 10	+	22/79%	15/63%	17/71%	21/88%	75	75%
	-	6/30%	26/81%	10/42%	21/75%	63	61%
Percentage Differential (Collapsed Score)		49%	-18%	29%	13%	12	14%
T11	+	21/75%	16/67%	11/46%	21/88%	69	69%
	-	8/40%	18/56%	15/63%	18/64%	59	57%
Percentage Differential (Collapsed Score)		35%	11%	-17%	24%	10	12%
P 15	+	40/77%	35/88%	28/70%	38/95%	141	82%
	-	29/73%	14/39%	34/85%	30/68%	107	67%
Percentage Differential (Collapsed Score)		4%	49%	-15%	27%	34	15%
P 14	+	45/87%	37/93%	31/78%	35/88%	148	86%
	-	25/63%	17/47%	24/60%	25/57%	91	57%
Percentage Differential (Collapsed Score)		24%	46%	18%	31%	57	19%
Forest Lane							
Pr 11	+	21/75%	10/42%	12/50%	22/92%	65	65%
	-	6/30%	19/60%	15/63%	23/82%	63	61%
Percentage Differential (Collapsed Score)		45%	-18%	-13%	10%	2	4%
T 13	+	20/71%	16/67%	15/63%	19/79%	70	70%
	-	11/55%	17/53%	10/42%	18/64%	56	54%
Percentage Differential (Collapsed Score)		16%	14%	21%	15%	14	16%
T 12	+	18/64%	19/79%	16/67%	20/83%	73	73%
	-	15/75%	23/72%	13/54%	23/82%	74	71%
Percentage Differential (Collapsed Score)		-11%	7%	13%	1%	-1	2%

Pr - Principal T - Teacher P - Parent

TABLE 5 - QUESTIONNAIRE RAW SCORES AND PERCENTAGE SCORES
(page 2 of 2)

FRENCH IMMERSION

		Stability (S)	Accessibility (A)	Configuration (C)	Complexity (X)	Total Raw Score	Total Percentage
Forest Lane (con't)							
P 17	+	39/75%	33/83%	33/83%	35/88%	140	81%
	-	29/73%	22/61%	27/68%	29/66%	107	67%
Percentage Differential (Collapsed Score)		2%	11%	5%	6%	33	14%
P 16	+	38/73%	32/80%	27/68%	30/75%	127	74%
	-	24/60%	12/33%	24/60%	24/55%	84	53%
Percentage Differential (Collapsed Score)		13%	47%	8%	20%	43	21%
P 19	+	36/69%	21/53%	22/55%	27/68%	106	62%
	-	24/60%	21/58%	29/73%	27/61%	101	63%
Percentage Differential (Collapsed Score)		9%	-5%	-18%	7%	5	-1%
P 18	+	43/83%	38/95%	23/58%	34/85%	138	80%
	-	25/63%	15/42%	38/95%	26/59%	104	65%
Percentage Differential (Collapsed Score)		20%	53%	-37%	26%	34	15%
Forest Grange							
Pr 12	+	21/75%	13/54%	14/58%	17/71%	65	65%
	-	8/40%	19/59%	19/79%	17/61%	63	61%
Percentage Differential (Collapsed Score)		35%	-5%	-21%	10%	2	4%
T 14	+	21/75%	18/75%	16/67%	21/88%	76	76%
	-	12/60%	18/56%	16/67%	21/75%	67	64%
Percentage Differential (Collapsed Score)		15%	19%	0%	13%	9	12%
P 20	+	45/87%	32/80%	30/75%	29/73%	136	79%
	-	22/55%	26/72%	25/63%	33/75%	106	66%
Percentage Differential (Collapsed Score)		32%	8%	12%	-2%	30	13%

Pr - Principal T - Teacher P - Parent

Parent No. 15 had answered the questions showing enabling techniques in a manner which resulted in a score of 95% or 38 out of a possible 40. However, she also showed some restrictiveness in the complexity category which is illustrated as 68% (30 out of 40 score). Arithmetic addition of these scores results in a collapsed score of 8, or 27%. The collapsed score of 8 is the average of the two types of behaviors in the complexity scale. The number that results can be used to compare the complexity level (in this example) of one participant to another. It is an assignment of a value along the continuum from negative, or restrictive styles, to positive, or enabling styles. In the complexity category of the example posed by P15 the parent expresses, by the score, that she is more likely to see that her child is encountering challenging levels of complexity within the framework of the home setting than non-challenging. Or in raw score terms that in a given number of instances, to varying degrees based on the Likert scale of variance, a mother will tend toward negative or positive scores indicating lesser or greater enabling behavior. The scores must be seen as a unit for measurement.

Academic Programs

The scores for Greenwood and Myrtlewood (see Table 6) reveal certain similarities and differences. The "C" scores for the Principals are discrepant. Principal No. 13 has 58% and Principal No. 14 has 96%. This is the configuration category representing size of space, scale of space and the function and location of certain aspects of space. Although they portray different management styles in the use of space, the profile of the principals shows that they present a fairly common view on stability (71% and 95% in the positive dimension), and very close views on accessibility (67% and 67%) and on complexity (79% and 79%).

TABLE 6 - QUESTIONNAIRE RAW SCORES AND PERCENTAGE SCORES

HIGH ACADEMIC

		Stability (S)	Accessibility (A)	Configuration (C)	Complexity (X)	Total Raw Score	Total Percentage
Greenwood Park							
Pr 13	+	20/71%	16/67%	14/58%	19/79%	69	69%
	-	10/50%	23/72%	15/63%	21/75%	69	65%
Percentage Differential (Collapsed Score)		21%	-5%	-7%	4%	0	4%
T 15	+	17/60%	19/79%	11/45%	15/63%	62	62%
	-	7/35%	14/44%	8/33%	14/50%	43	41%
Percentage Differential (Collapsed Score)		25%	35%	12%	13%	19	21%
P 21	+	48/92%	34/85%	31/78%	33/83%	146	85%
	-	19/48%	24/67%	27/69%	29/66%	99	62%
Percentage Differential (Collapsed Score)		44%	18%	10%	17%	47	23%
Myrtlewood Park							
Pr 14	+	21/75%	16/67%	23/96%	19/79%	79	79%
	-	9/45%	18/56%	14/58%	20/71%	61	59%
Percentage Differential (Collapsed Score)		30%	11%	38%	8%	18	20%
T 16	+	20/71%	11/46%	13/54%	16/67%	60	60%
	-	8/40%	18/56%	13/54%	18/64%	57	55%
Percentage Differential (Collapsed Score)		31%	10%	0%	3%	3	5%
P 22	+	43/83%	35/88%	26/65%	33/83%	137	80%
	-	22/55%	18/50%	34/85%	30/75%	104	65%
Percentage Differential (Collapsed Score)		28%	38%	-20%	8%	33	15%
P 23	+	42/81%	32/80%	30/75%	35/86%	139	81%
	-	26/65%	24/67%	32/80%	25/57%	107	67%
Percentage Differential (Collapsed Score)		16%	13%	-5%	29%	32	14%

Pr - Principal T - Teacher P - Parent

Taken on its own, a pattern of conformity in complexity for Greenwood emerges with 79%, 63% and 83%. A similar pattern occurs for Myrtlewood among the principal and two parents 79%, 83 and 86% while the teacher is at 67%.

Neighbourhood School With Care

Neighbourhood School with care triads (see Table 7) cluster in the negative dimension for the stability category in six out of seven scores. Within each of the two triads there is score congruency not including the discrepant score of P13. The far point on the negative extension of the continuum scored by P13 shows more indifference to the patterning or scheduling of events in a child's life. Scores in Willow Haven for all categories reduce to 29 and 39. While scores seem to vary from category to category, there is a tendency toward congruency overall.

Neighbourhood Schools

Neighbourhood Schools (Table 8) primarily providing regular programs, frequently display congruency among two members of triads but seldom through all members. Lotus Garden is an exception according to the scores, where categories "S", and "C" are fairly close.

Alternate Programs

The scores for Accord (Table 9) show congruency between the teacher and the principal and between the two parents. On the complexity scale there is a good fit on the positive and negative dimensions.

TABLE 7 - QUESTIONNAIRE RAW SCORES AND PERCENTAGE SCORES

NEIGHBOURHOOD SCHOOLS/DAYCARE INCLUDED

		Stability (S)	Accessibility (A)	Configuration (C)	Complexity (X)	Total Raw Score	Total Percentage
Poplar Haven							
Pr 8	+	21/75%	17/71%	20/83%	14/58%	72	72%
	-	9/45%	24/75%	11/46%	21/75%	65	63%
Percentage Differential (Collapsed Score)		30%	-4%	37%	-17%	7	9%
T 9	+	21/75%	14/58%	15/63%	18/75%	68	68%
	-	8/40%	19/59%	10/42%	19/68%	56	54%
Percentage Differential (Collapsed Score)		35%	-1%	21%	7%	12	14%
P 11	+	22/92%	22/55%	21/53%	23/58%	88	51%
	-	18/45%	16/44%	21/53%	21/48%	76	48%
Percentage Differential (Collapsed Score)		-3%	11%	0%	10%	12	3%
Willow/Haven							
Pr 9	+	24/86%	20/83%	18/75%	21/88%	83	86%
	-	8/40%	13/41%	10/42%	17/85%	48	46%
Percentage Differential (Collapsed Score)		46%	42%	33%	83%	35	40%
T 10	+	20/71%	15/63%	16/67%	19/79%	70	70%
	-	10/50%	9/28%	8/33%	14/50%	41	39%
Percentage Differential (Collapsed Score)		11%	35%	34%	29%	29	31%
P 12	+	24/46%	27/68%	20/50%	18/45%	89	52%
	-	12/30%	11/31%	15/38%	22/50%	60	38%
Percentage Differential (Collapsed Score)		16%	37%	12%	-5%	29	14%
P 13	+	39/75%	37/92%	25/63%	28/70%	129	75%
	-	25/63%	20/56%	27/68%	18/41%	90	56%
Percentage Differential (Collapsed Score)		12%	36%	-5%	29%	39	19%

Pr - Principal　T - Teacher　P - Parent

TABLE 8 - QUESTIONNAIRE RAW SCORES AND PERCENTAGE SCORES
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NEIGHBOURHOOD SCHOOLS

		Stability (S)	Accessibility (A)	Configuration (C)	Complexity (X)	Total Raw Score	Total Percentage
Belle Garden							
Pr 4	+	20/71%	13/54%	14/58%	16/67%	63	63%
	-	9/45%	22/69%	15/63%	22/79%	68	65%
Percentage Differential (Collapsed Score)		26%	-15%	-5%	-12%	-5	-2%
T 5	+	26/93%	13/54%	8/33%	24/100%	71	71%
	-	8/40%	27/84%	14/58%	17/61%	66	63%
Percentage Differential (Collapsed Score)		53%	-30%	-25%	39%	15	8%
P 6	+	40/71%	33/83%	33/83%	33/83%	139	81%
	-	24/60%	21/58%	28/70%	27/61%	100	63%
Percentage Differential (Collapsed Score)		11%	25%	13%	22%	39	18%
Lotus Garden							
Pr 5	+	20/71%	16/67%	14/58%	21/88%	71	71%
	-	13/65%	21/66%	16/67%	21/75%	71	68%
Percentage Differential (Collapsed Score)		6%	1%	-9%	13%	0	3%
T 6	+	20/71%	19/79%	16/67%	15/63%	70	70%
	-	9/45%	20/63%	14/58%	17/61%	60	58%
Percentage Differential (Collapsed Score)		26%	16%	9%	2%	10	12%
P 7	+	39/75%	33/83%	27/68%	30/75%	129	75%
	-	18/45%	13/36%	22/55%	28/64%	81	51%
Percentage Differential (Collapsed Score)		30%	47%	13%	11%	48	17%
Walla Garden							
Pr 6	+	21/75%	19/79%	11/46%	22/92%	73	73%
	-	12/60%	21/66%	16/67%	19/68%	68	65%
Percentage Differential (Collapsed Score)		15%	13%	-21%	24%	5	8%

Pr - Principal T - Teacher P - Parent

TABLE 8 - QUESTIONNAIRE RAW SCORES AND PERCENTAGE SCORES
(page 2 of 2)

NEIGHBOURHOOD SCHOOLS

		Stability (S)	Accessibility (A)	Configuration (C)	Complexity (X)	Total Raw Score	Total Percentage
Walla Garden (con't)							
T 7	+	22/79%	22/92%	15/63%	20/83%	79	79%
	-	9/45%	17/53%	8/33%	19/68%	53	51%
Percentage Differential (Collapsed Score)		34%	39%	30%	15%	26	28%
P 8	+	18/35%	22/55%	18/45%	20/50%	78	45%
	-	16/40%	13/36%	20/50%	19/43%	68	43%
Percentage Differential (Collapsed Score)		-5%	19%	-5%	7%	10	2%
Sacaton							
Pr 7	+	21/75%	17/71%	17/71%	19/79%	74	74%
	-	10/50%	22/69%	14/58%	21/75%	67	64%
Percentage Differential (Collapsed Score)		25%	2%	13%	4%	7	10%
T 8	+	20/71%	17/71%	17/71%	16/67%	70	70%
	-	11/55%	18/56%	15/63%	19/68%	63	61%
Percentage Differential (Collapsed Score)		16%	15%	8%	-1%	7	9%
P 9	+	43/82%	28/70%	31/78%	30/75%	132	77%
	-	23/58%	22/61%	22/55%	29/66%	96	60%
Percentage Differential (Collapsed Score)		24%	9%	23%	9%	36	17%
P 10	+	43/83%	31/78%	29/73%	32/80%	135	78%
	-	26/65%	21/58%	29/73%	37/84%	113	71%
Percentage Differential (Collapsed Score)		18%	20%	0%	-4%	22	7%

Pr - Principal   T - Teacher   P - Parent

TABLE 9 - QUESTIONNAIRE RAW SCORES AND PERCENTAGE SCORES
(page 1 of 2)

ALTERNATE SCHOOLS

		Stability (S)	Accessibility (A)	Configuration (C)	Complexity (X)	Total Raw Score	Total Percentage
Wapiti Way							
Pr 1	+	23/82%	16/67%	22/92%	21/88%	82	82%
	-	7/35%	19/59%	8/33%	22/79%	36	54%
Percentage Differential (Collapsed Score)		47%	8%	59%	9%	26	28%
T 1	+	20/71%	16/67%	15/63%	19/79%	70	70%
	-	12/60%	21/66%	13/54%	20/71%	66	63%
Percentage Differential (Collapsed Score)		11%	1%	9%	8%	4	7%
T 2	+	16/57%	18/75%	18/75%	19/79%	71	71%
	-	10/50%	20/63%	11/46%	16/57%	57	55%
Percentage Differential (Collapsed Score)		7%	12%	29%	22%	14	16%
P 1	+	40/77%	39/98%	29/73%	37/93%	145	84%
	-	23/58%	22/61%	20/50%	24/55%	89	56%
Percentage Differential (Collapsed Score)		19%	37%	23%	38%	56	28%
P 2	+	42/81%	32/80%	33/83%	34/85%	141	82%
	-	22/55%	21/58%	19/48%	31/70%	93	58%
Percentage Differential (Collapsed Score)		26%	22%	35%	15%	48	24%
Accord Way							
Pr 2	+	18/64%	24/100%	18/75%	20/83%	80	80%
	-	13/65%	8/25%	18/75%	12/43%	51	49%
Percentage Differential (Collapsed Score)		-1%	75%	0%	40%	29	31%
T3	+	18/64%	17/71%	16/67%	22/92%	73	73%
	-	9/45%	18/56%	11/46%	11/39%	49	47%
Percentage Differential (Collapsed Score)		19%	15%	21%	53%	24	26%

Pr - Principal T - Teacher P - Parent

TABLE 9 - QUESTIONNAIRE RAW SCORES AND PERCENTAGE SCORES
(page 2 of 2)

ALTERNATE SCHOOLS

		Stability (S)	Accessibility (A)	Configuration (C)	Complexity (X)	Total Raw Score	Total Percentage
Accord Way (con't)							
P 3	+	39/75%	37/93%	33/83%	39/98%	148	86%
	-	28/70%	30/83%	32/80%	21/48%	111	69%
Percentage Differential (Collapsed Score)		5%	10%	3%	50%	37	17%
P 4	+	40/77%	29/73%	24/60%	34/85%	127	76%
	-	28/70%	18/50%	29/73%	23/57%	100	63%
Percentage Differential (Collapsed Score)		7%	23%	-13%	28%	27	11%
Cosmos Way							
Pr 3	+	19/68%	19/79%	16/67%	19/79%	73	73%
	-	12/60%	15/47%	15/63%	19/68%	61	59%
Percentage Differential (Collapsed Score)		8%	32%	4%	11%	12	14%
T6	+	15/54%	23/96%	12/50%	21/88%	71	71%
	-	12/60%	18/56%	13/54%	10/36%	53	51%
Percentage Differential (Collapsed Score)		-6%	40%	-4%	52%	18	20%
P 5	+	43/83%	35/88%	27/68%	36/82%	141	82%
	-	30/75%	23/64%	21/53%	30/68%	104	65%
Percentage Differential (Collapsed Score)		8%	24%	15%	14%	37	17%

Pr - Principal T - Teacher P - Parent

The position being well-placed toward the positive end of the continuum and not deeply placed on the negative continuum suggests that all three members of the triad plan challenging activites for children and have an understanding about the ineffectiveness of interfering with problem solving.

Cosmos scores show little fit among the three triad participants. The role-players change for congruency in scores within dyads. Parent and principal agree on the specification of spatial arrangement whereas the teacher and parent agree on a high degree of accessibility of materials. All members do agree on levels of complexity with the teacher from Cosmos slightly more inclined to meet the child's skill level with appropriate expectations.

Special Needs Program

Special needs children continued to attend the Child Centre for part of their schooling in their kindergarten year. Scores for Special Needs children's parents are compared with the scores for the Child Centre Teacher. The contact with a therapist at the Special Needs School was limited to training the Mother in behaviour modification techniques. Because both the child and the parent had more contact with the Child Centre Teacher, the scores were matched with the Child Centre scores.

The scores for the parents with special needs children describe home styles which cater to the children but have many constraining characteristics (Table 10). Materials generally are accessible to children (93% and 88% scores in the positive dimension). The 58% and 56% scores in the negative dimension of Accessibility nonetheless indicate that some materials are controlled and put away.

TABLE 10 - QUESTIONNAIRE RAW SCORES AND PERCENTAGE SCORES

SPECIAL NEEDS

		Stability (S)	Accessibility (A)	Configuration (C)	Complexity (X)	Total Raw Score	Total Percentage
Avon School for Autistic Children							
P	+	35/67%	37/93%	27/68%	32/80%	131	76%
	-	20/50%	21/58%	33/83%	20/45%	94	59%
Percentage Differential (Collapsed Score)		17%	35%	-15%	35%	37	17%
P	+	38/73%	35/88%	28/70%	21/53%	122	71%
	-	18/45%	20/56%	27/68%	35/80%	100	63%
Percentage Differential (Collapsed Score)		28%	32%	2%	-27%	22	8%

P - Parent

NOTE: Scores appear for parent only as Mother was trained as her child's tutor.

The routines in the homes are not rigid. The planning of activities is dependent on the children's behaviour.

The Child Centre scores in Stability and Accessibility are similar to the home scores. Hence continuity from the home to Child Centre was readily discernible.

During the home interviews, the observer noted that a large array of materials were in reachable range, while items not for child use were completely hidden. The home Configuration scores vary from the Child Centre. Differentiation did not occur in the home, since the children were confined to one child-centred area in the house for ease of observation. On the other hand, the Child Centre was differentiated by specific use, but with supervision for the special needs children.

Complexity scores are subject to the parent's view of what the child is capable of, since both homes supplied toys with which the children could create. Both children were prone to repeat designs and little change occurred despite the variety of equipment or the encouragement of adults. Although the capacity of the Child Centre to provide a breadth of stimulating equipment was not particularly relevant, the duplication of familiar home material was stabilizing for these children.

The questionnaire scores provide a set of indications vis a vis the effect on setting in the four categories that the triad members execute (Table 11). The greatest degree of congruency between the school setting and the home setting in each category is expressed in the table as "most congruent".

TABLE 11 - TRIAD PROFILES ESTABLISHED FOR QUESTIONNAIRE DATA

Most Congruent in "S" (Stability)

Lotus Garden	Neighbourhood School
Sacaton	Neighbourhood School
Myrtlewood	Academic Program
Forest Road	French Immersion

Most Congruent in "A" (Accessibility)

Lotus Garden	Neighbourhood School
Sacaton	Neighbourhood School
Cosmos	Alternate Program

Most Congruent in "C" (Configuration)

Lotus Garden	Neighbourhood School
Walla Garden	Neighbourhood School
Sacaton	Neighbourhood School
Wapiti*	Neighbourhood School

Most Congruent in "X" (Complexity)

Forest Road	French Immersion
Forest Lane	French Immersion
Sacaton	Neighbourhood School
* Wapita R & A	Alternate Neighbourhood
Accord	Alternate Program
Cosmos	Alternate Program

* Triad within Alternate Program and in regular program

ANALYZING DATA: MEANS, STANDARD DEVIATION OF THE POPULATION

The scores have been translated into means and standard deviations for four groupings. Tables 12 through 15 represent the four categories from the Setting Questionnaire.

Stability Category

The Stability Category (Table 12) focuses on consistency through inconsistency, structuring through non-structuring, the imposing of time constraints to developing planned patterns of activities. This category has a statistical breakdown for parents only, for teachers only, for principals only, and for parents, principal and teacher.

The means for all groupings range between 70 and 74 for questions with a positive sign and between 47 and 58 for questions with a negative sign. The score range shows more variation in the amount of restrictiveness exercised by parents, teachers and principals than in the way they encouraged patterning of activities.

Looking at the deviation from the mean, reveals that Principals taken separately agreed more on the positive stability section than did other participants among themselves. Teachers taken together had less deviation in their negative scores.

TABLE 12 - STATISTICAL ANALYSIS IN STABILITY CATEGORY

			Positive Scores	Negative Scores
Parents	23	Mean	72.61	58.65
		ō N	16.05	10.98
		ō N-1	16.41	11.23
Pr/P/T	53	Mean	72.34	52.91
		ō N	12.10	12.03
		ō N-2	12.21	12.15
T	16	Mean	70.13	49.69
		ō N	8.97 *	10.23
		ō N-2	9.27	10.56
Pr	14	Mean	74.43	47.14
		ō N	5.34 **	11.45
		ō N-2	5.54	11.88

Key: Mean is average of scores of the group.
ō N is standard deviation of population.
ō N-1 is standard deviation of a sample.

* Less variation among teachers than in total population.

** Less variation among principals than in any groups or of total sample.

Considering all the entries, the deviation in negative and positive approaches to scheduling are balanced out with deviations of +12.10 to -12.15. But as separate groups, the teacher participants deviated among positive actions 9.27 and among negative actions 10.56, apparently varying as much in their negative time structuring as in their positive structuring.

The principals apparently have the firmest view of how time should be planned within some guidelines, followed by parents, then by teachers.

Accessibility Category

The Accessibility Category (Table 13) is the scale which measures how the adults managing a setting make materials accessible.

Considering groupings of parents only, teachers only, principals only and as a total population, the accessibility mean scores of the parents were high, and those of the principals low. Parents, who had been second in the stability category, show the greatest encouragement of their children's use of the space and materials, and the least restrictiveness. Principals tend as a group to exercise restrictions to the materials more than any other grouping. The deviation in the scores was greatest among principals, both in negative and positive responses. This suggests that principals tend to display greater extremes in their management attitudes.

Teachers deviated, as in the Stability Category, less among themselves in setting positive and negative accessibility constraints than other groups.

TABLE 13 - STATISTICAL ANALYSIS IN ACCESSIBILITY CATEGORY

		Positive Scores	Negative Scores
Parents (23)	Mean	79.90	53.56
	ō N	12.70	13.16
	ō N-1	12.90	13.45
PR/P/T (53)	Mean	74.40	56.50
	ō N	13.70	13.06
	ō N-1	13.80	13.19
Teachers (16)	Mean	72.50	57.56
	ō N	11.70	11.60
	ō N-1	12.04	11.98
Principals (14)	Mean	64.70	60.36
	ō N	20.20	14.18
	ō N-1	20.90	14.71

Configuration Category

The Configuration Category (Table 14) was broken into the same groupings as Stability and Accessibility. The teachers consistently have little variation in the manner in which they respond to questions dealing with spatial organization. They also exercise, as a group, the least effort in arranging the room to meet various learning and playing modes. At the same time they do not actually have arrangements that impede movement. Parents, although encouraging categorization through designation of areas and flexibility in spatial components sometimes (through lack of total space) cramp the child's need for playing areas. So in a contradictory way parents are seen through the scores as enabling exploratory play through effective planning of space, and at the same time discouraging some aspects of learning because of the delimited space and overuse of common areas.

Principals who enabled effective use of space in schools were less restrictive than parents but far more restrictive than teachers. The principals allow some scope but within fairly strict limits taken as a group.

Complexity Category

The Complexity Category (Table 15), grouped similarly to the other categories, shows the most consistently high mean of all the categories for each group of participants. The complexity area refers to the adult's inclusion of challenging materials in the child's environment. The positive score reflects the non-interferring but motivating parent. The negative score refers to reducing expectations through pre-determining the manner of task completion or through intervening help.

TABLE 14 - STATISTICAL ANALYSIS IN CONFIGURATION CATEGORY

		Positive Scores	Negative Scores
Parents (23)	Mean	68.91	65.39
	ō N	10.99	13.84
	ō N-1	11.24	14.15
Pr/P/T (53)	Mean	65.08	58.73
	ō N	12.52	14.32
	ō N-1	12.64	14.46
Teachers (16)	Mean	60.06	50.00
	ō N =	10.93	10.74
	ō N-1	11.29	11.09
Principals (14)	Mean	68.43	58.50
	ō N	10.81	12.73
	ō N-1	11.06	13.21

TABLE 15 - STATISTICAL ANALYSIS IN COMPLEXITY CATEGORY

		Positive Scores	Negative Scores
Parents (23)	Mean	78.39	60.61
	ō N	13.03	10.40
	ō N-1	13.32	10.63
Pr/P/T (53)	Mean	79.38	63.83
	ō N	11.44	11.90
	ō N-1	11.55	12.02
Teachers (16)	Mean	79.56	61.13
	ō N	10.30	11.93
	ō N-1	10.63	12.32
Principals (14)	Mean	80.79	72.21
	ō N	9.57	10.02
	ō N-1	9.93	10.40

The scores show that all participants believe in challenging children, although principals were a little more so inclined than teachers and parents.

Principals vary the least among each other in presenting challenge to children. However, they appear at times to over challenge and think that it is profitable to assign tasks that the child is incapable of achieving. They restrict problem solving through prescribing the way tasks are to be completed. Both are viewed as restrictive. Consequently, principals accrue the highest means in both positive and negative scores in the complexity category, a seeming paradox.

Parents, of the three participants, prove the least likely to create negative expectations. They generally do not set as high a goal but neither do they contribute negative aspects to the same degree as principals or teachers, with a mean score of 60.61 compared to 61.13 teachers.

The information developed from the discussion on means contributed to the quantitative picture of home and school setting effects.

GRAPHING THE RESULTS

Graphs were plotted to display the raw score data for each category. The graphical representations enabled the researcher to visually examine different combinations of data to determine areas of congruency between different groupings of study participants. The initial observations resulting from the graphing process are reviewed relative to each of the four setting dimensions. The graphs were relatively congested and thus were not included. The data, however, can be viewed with reference to Tables 5 through 10.

Stability Dimension

The Alternate Program stability scores indicated considerable variation among participants. However, the positive score dimension of the Neighborhood School showed score clusters among Sacaton, Forest Lane, and Lotus Garden. Two remote scores were evident for the Belle Garden teacher and the Walla Garden parent. This indicated dissonance with the other members of their triad. In the case of the teacher, her patterning of events provided a positive framework for a child whose home tended to have some freedoms but many autocratic limitations.

The French Immersion program participants had positive scores which clustered between 70 and 80 percent. The interviews substantiated the general agreement between administration and parents.

Accessibility Dimension

Clustering in the positive range occurred for parents in the Accessibility dimension but not in the other dimensions. Teacher's scores clustered between 65 and 78 in the Neighborhood Schools. Two groups, therefore, in two different programs, seem to have shared views on how children should be allowed access to materials. Differences are even more pronounced in the negative, or limiting access, direction.

Configuration Dimension

The Configuration scores show teachers exercising control of space and parents being less concerned with designating or differentiating space use.

Teachers appeared more willing to encourage the child's involvement in controlling space than principals. Principals with scores in the negative direction greater than 60, represented all school groups except the Neighbourhood-with-Care.

The mean scores for parents and principals viewed graphically demonstrated closer comparisons between principals and parents than between teachers and either principals or parents. Teachers seem to develop a spatial perspective that does not coincide with home or with administration. Although parents and principals sometimes match, it is probable that parents seeking continuity with a school might assume from discussion with principals that a fit in spatial management and freedom and control of movement would exist, which would not, in fact, hold true in the classroom.

Complexity Dimension

The graphed results indicated individually discrepant patterns among members of the triad, demonstrating varied attitudes. The magnitude of the overall variance is dampened by comparing the means - particularly in the positive direction. Although an interesting observation, this does not, in fact, imply close matches of home and school for individual triads.

In the instances where interesting phenomena were observed, separate graphs were prepared to better illustrate them. By plotting only relevant portions, a clearer and less congested picture resulted. These graphs were used as the focus for the following discussion. The discussion is supplemented by setting observation data from interview sessions.

SCORE PATTERNS

Patterns emerged in the scores when they were inspected in the graphed format. Near "fits" became significant because of the relative proximity of at least two of the three triad participants. Even where scores were numerically dissimilar, the observation data sometimes explained the apparent discrepancy. The import of the statistical data has thus been augmented by the researcher's observations.

The discussion of patterns involves describing behaviour in the positive and negative dimension as the result of the presence of these two aspects in the questionnaire items. The author attempted to objectify the two dimensions as a range between structured or containing behaviours and enabling or permissive behaviours. The aim is to identify the participants' position as an indication of the setting management style.

Alternate School Pattern - Accord (Figure 4)

The graphed representation of the alternate program categories shown in Figure 4 for parents and school shows fairly close fits, with some discrepancy. The program was orchestrated by parents but organized by teachers. The interviews revealed that idealism of the parents was by the nature of the operation (high teacher-pupil ratio) restricted to a structured relationship between teacher and children. Individual planning and goal-setting was carried on, but in more group orientations and constrained by configurational limits not concomitant with philosophical objectives.

Very little clustering is evident in the graph depicting Accord triads. The only clustering which would ensure continuity for the child is in Accessibility (since the program is housed in a separate building). In this situation, however, one of the children has come from a much freer environment, so even the moderately high score of the teacher would act as a limitation to the free spirit child whose parent reports "the child can touch anything" and "no limits are set," but whose teacher responds "some play areas can be used only if supervised," and "adults may need to get some materials for children if required."

In the discussion held with the teacher, the constraints were a compromise between program objectives and pupil-teacher ratio that was not suited for a program aimed at individualized learning. The teacher's mode of managing the setting was as she explained "the most natural for her." She added that "a teacher cannot change to fit the demands of every group of parents." The questionnaire seemed to accurately capture the differing degrees of accessibility modes of parent and teacher.

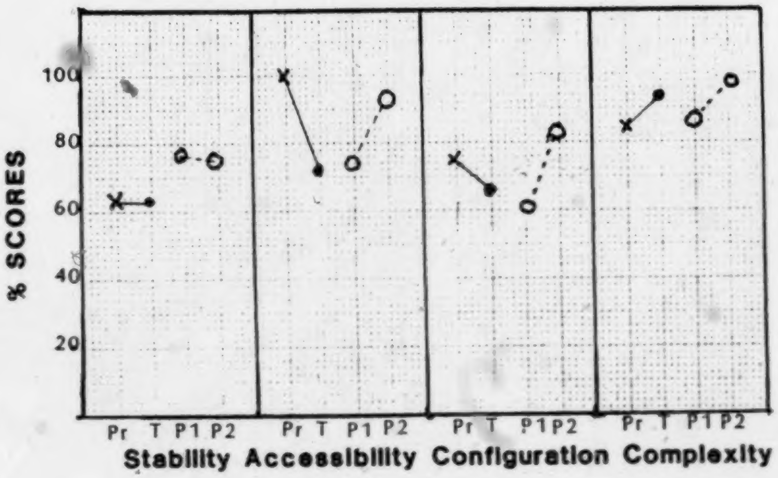


FIGURE 4 ALTERNATE SCHOOL SCORE PATTERNS - ACCORD

COMMENTS

Connecting lines, solid and dashed, show relative relationships while steeper connectors show greater variance and flatter connectors show greater similarity.
Pr/T agree on routines
P's agree on flexibility
T/Pr1 control access
P2 exercises less constraint
Cluster Pr/T/P in Configuration support differentiation of space.
Although scores do not cluster, they are in high range as academic challenge is also the aim of the school.

Matches between:
Pr/P1 in Configuration
Pr/T in Stability
P/P in Stability
Pr/P2 in Complexity
T/P1 in Accessibility

Legend

x Principal
• Teacher
o Parent

Neighbourhood School with Care Pattern - Poplar Haven (Figure 5)

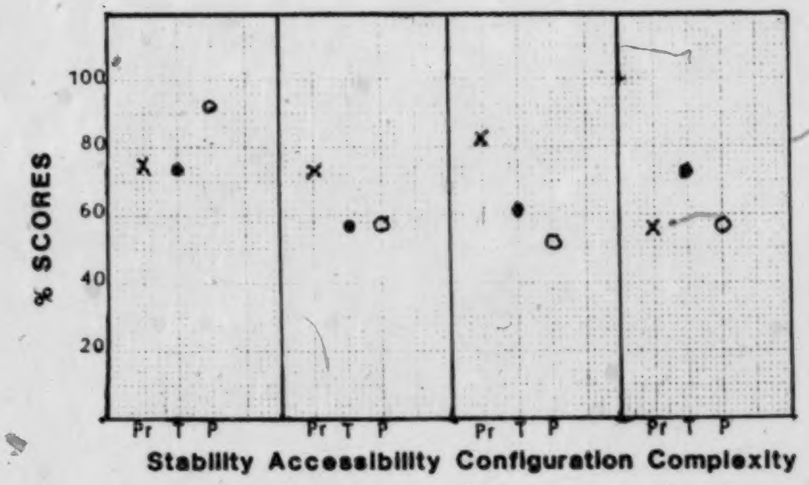
The graph depicting the score matching within the Poplar Haven triad illustrates a lack of consistency in outlook among participants. Having a fit between the teacher and the parent in accessibility is an enabling situation. Having a fit in scores between the principal and the parent in complexity is helpful to the extent that the principal may set the tone for complexity and the teacher may enable the child to go beyond the expection of either principal or parent. It is a case of the mismatch of the teacher score working in favor of the child.

The interview with the teacher revealed her frustration in working under an autocratic principal. The responses of principal and teacher on the item, "Children do the best they can on difficult tasks," shows vastly different positions in the negative to positive continuum. The principal feels children do not do the best they can on difficult tasks, while the teacher believes that her classroom promotes doing one's best.

Teacher and principal Stability Scores are consistent. They have scores on the questionnaire which indicate moderately consistent use of time in planning events. The interview response to questions on frequency of changes in routine and whether children have to ask what comes next was supportive. "I usually plan to have the same routine" and "children have to know when they change from one group to another so it is a daily routine," from the teacher and principal respectively.

COMMENTS

Matches occur in one Pr/P dyad and in two T/P dyads.



Legend

x Principal
• Teacher
o Parent

FIGURE 5 NEIGHBOURHOOD SCHOOL-WITH-CARE PATTERNS- - POPLAR HAVEN

The parent was in favor of planning as well, but because of other enabling strategies, such as high access to materials and well designated play and storage, the mother did not score high in the negative dimension. In her home, children did not ask "what to do?" or "what was going to happen next?" Consequently, her positive score was not reduced, as was the school score.

High Academic Score Pattern - Myrtlewood (Figure 6)

There is an apparent tendency for scores to cluster in complexity, perhaps showing a congruency from home to school on the academic nature of the program focus.

French Immersion & Neighbourhood School Under One Principal Pattern - Forest Lane (Figure 7)

The score matching exhibited in Figure 7 of teacher and parent indicates that children experience considerable continuity in these four setting categories from home to school. The principal's score is also relatively consistent with the teachers and parents excepting in the accessibility category. Since accessibility is a fairly visible school characteristic, the likelihood of parents discovering a match with the school is diminished since it is the principal's influence that creates much of a school's initial impression.

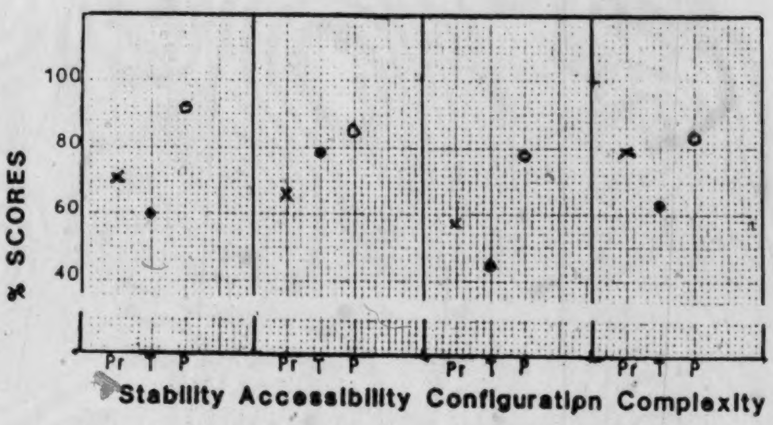


FIGURE 6 HIGH ACADEMIC SCORE PATTERNS

COMMENTS

Triad profile of one child to show clustering
Cluster in Complexity Pr/T/P agree,
T/P cluster in Accessibility,
Pr/T cluster in Configuration,
P acts definitively.

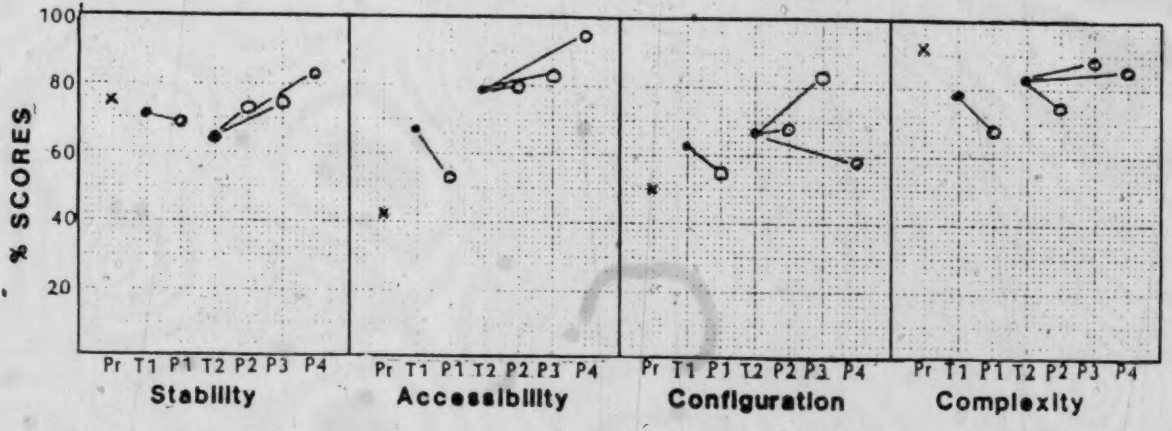


FIGURE 7 FRENCH IMMERSION & NEIGHBORHOOD SCHOOL UNDER ONE PRINCIPAL

PARTICIPANT KEY

T1	P1	Neighbourhood School
T2	P2/3/4	French Immersion

Legend

- x Principal
- • Teacher
- o Parent

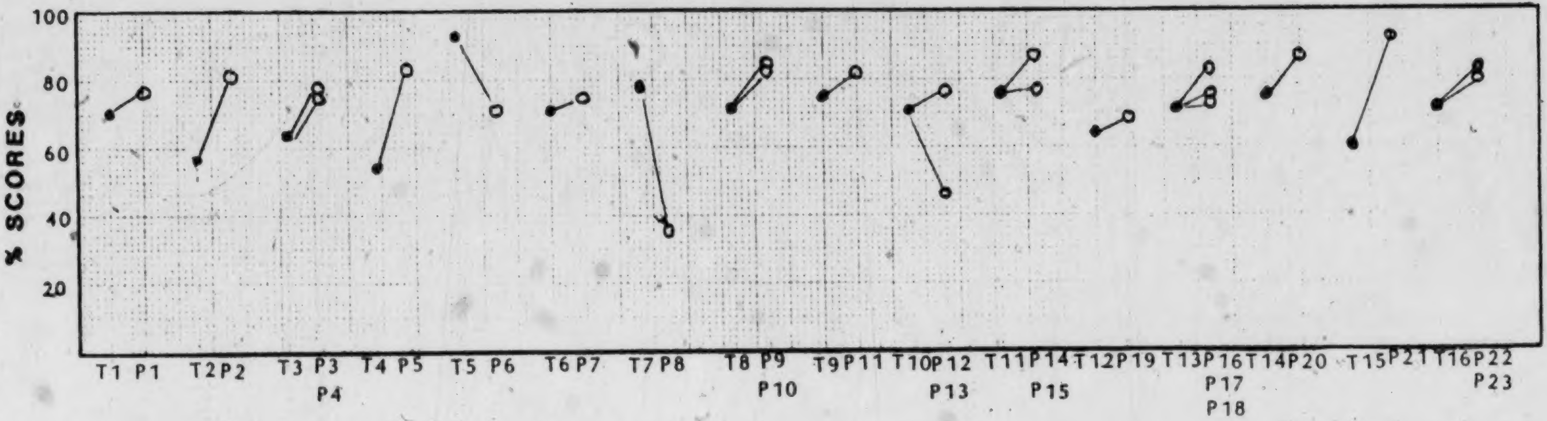
COMBINED STABILITY SCORES AND SETTING OBSERVATION DATA

From observation of the graphed stability scores, there was some apparent clustering in the parent and teacher dyads. Consequently, the scores for these dyads were re-graphed (Fig. 8) and the instances of match identified.

Score clustering is evident for these teacher-parent dyads for Wapiti, Accord, Sacaton, Lotus, Forest Grange, Forest Lane, Forest Road, Myrtlewood and Poplar Haven.

The consistent scores of T7 and P9 at Lotus represent the similarity in outlook observed by the researcher during the interviews.

The clustering at Forest Lane (T11 and T12) again shows what was experienced in the discussion with participants. The homes had patterns of parent planning of daily activities. The teacher of the sole remaining English class displays the same considered time management. The new teacher in the Immersion program has a permissive approach with enabling routines built into the day's schedule. The conclusion one might draw is that parents have chosen the type of program and have not considered the format in which it is taught. Even though the scores are more varied than in the surviving English program, they are not widely discrepant.



PARTICIPANT KEY

T1 P1 Wapiti Way
T2 P2 Wapiti Way
T3 P3/4 Accord Way
T4 P5 Cosmos Way
T5 P6 Belle Garden
T6 P7 Lotus Garden
T7 P8 Walla Garden
T8 P9/10 Sacaton
T9 P11 Poplar Haven
T10 P12/13 Willow Haven
T11 P14/15 Forest Road
T12 P19 Forest Lane
T13 P16/17/18 "
T14 P20 Forest Grange
T15 P21 Greenwood
T16 P22/23 Myrtlewood

COMMENTS

T2 P2 Wapiti parent desired a free, spiritual perspective for child, result is a mismatch with structured program.
T4 P5 Parent skeptical of parent-organized program.

Legend

● Teacher
○ Parent

FIGURE 8 TEACHER & PARENT STABILITY SCORES

COGAN INTENSIVE SELECTION AS AN ANALYSIS PERSPECTIVE

The Cogan Selection categories were seen as a particularly pertinent vehicle for examining the school choices of this study's participants. Cogan (1979) developed three levels to describe degree of choice in school selection. They were passive, narrow-active and wide-active. The latter two of the categories are applied to the study participants.

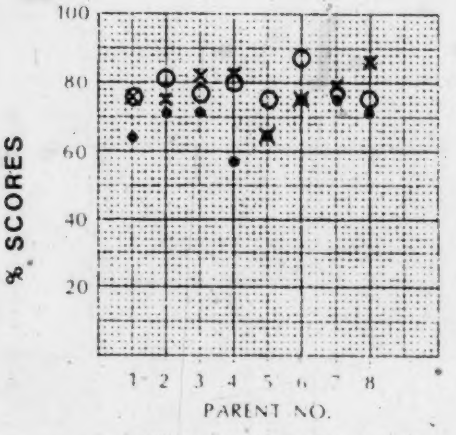
Stability (Figure 9)

The researcher has scanned the interview responses on school selection, considering the Cogan study. Eight parents displayed a high interest in school selection. They had researched possibilities and given the matter considerable attention (wide-active). Eight were considering only proximity as the limit of their role as selector of their child's school setting (narrow-active).

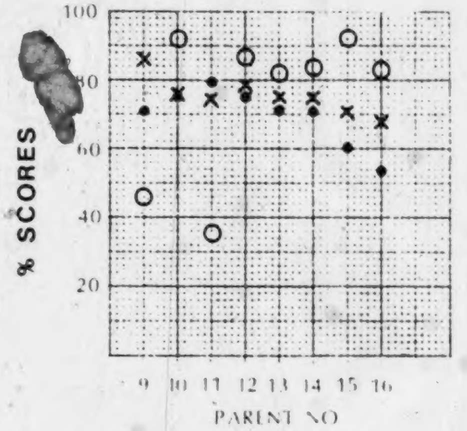
Accessibility (Figure 10)

The graphed presentation of the Accessibility dimension displays the degree to which the efforts of the "intensive" or wide-active parents resulted in congruency between home and school settings in the matter of access to materials and equipment. The Academic Program at Accord Way had a parent-principal fit. Fits were maximized in two triads and scores were coincident for teacher and parents in two other dyads in the "narrow-active" categorization.

It seems evident that parents are drawn toward a program and, while they seem to have considered the options, they are more concerned with the uniqueness of immersion courses or alternate programs.



(Wide-Active Choice)



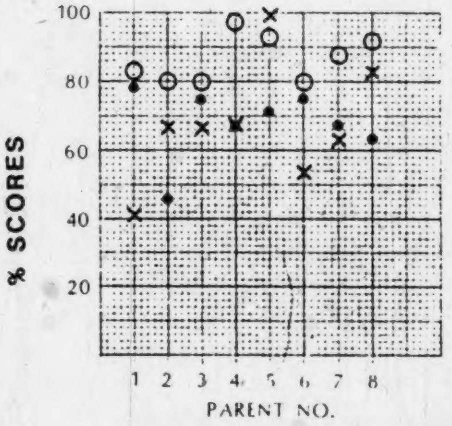
(Narrow-Active Choice)

PARTICIPANT KEY		COMMENTS	
Parent	School Affiliation	Demonstrated Home/School Matches	
P1	Forest Lane	Pr/P	dyad match
P2	Myrtlewood Park	Pr/T/P	triad near match
P3	Wapiti Way	Pr/T/P	triad match
P4	Wapiti Way	Pr/P	dyad match
P5	Accord Way	-	
P6	Forest Grange	-	
P7	Forest Road	Pr/T/P	triad match
P8	Willow Haven	P/T	dyad match
P9	Willow Haven	-	
P10	Poplar Haven	-	
P11	Walla Garden	-	
P12	Forest Road	Pr/P	dyad match
P13	Sacaton Garden	Pr/P	dyad match
P14	Sacaton Garden	Pr/P	dyad match
P15	Greenwood Park	-	
P16	Cosmos Way	-	

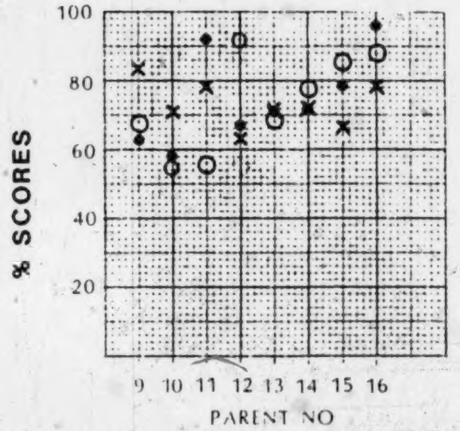
Legend

x Principal
• Teacher
o Parent

FIGURE 9 COGAN INTENSIVE SELECTION ANALYSIS - STABILITY % SCORES



(Wide-Active Choice)



(Narrow-Active Choice)

FIGURE 10 COGAN INTENSIVE SELECTION ANALYSIS - ACCESSIBILITY % SCORES

PARTICIPANT KEY **COMMENTS**

Parent	School Affiliation	Demonstrated Home/School Matches	
P1	Forest Lane	T/P	dyad match
P2	Myrtlewood Park	-	
P3	Wapiti Way	T/P	dyad match
P4	Wapiti Way	-	
P5	Accord Way	Pr/P	dyad match
P6	Forest Grange	T/P	dyad match
P7	Forest Road	-	
P8	Willow Haven	-	
P9	Willow Haven	T/P	dyad match
P10	Poplar Haven	T/P	dyad match
P11	Walla Garden	-	
P12	Forest Road	-	
P13	Sacaton Garden	T/Pr/P	triad match
P14	Sacaton Garden	T/Pr/P	near triad match
P15	Greenwood	T/P	dyad match
P16	Cosmos Way	T/P	dyad match

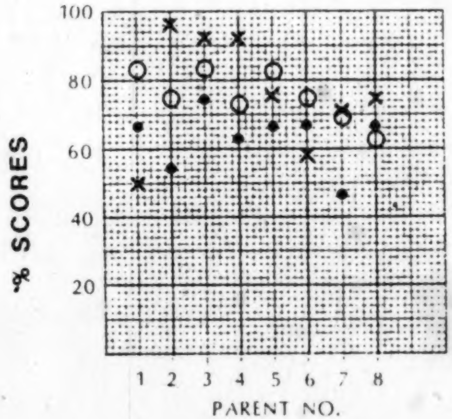
Legend

- x Principal
- • Teacher
- o Parent

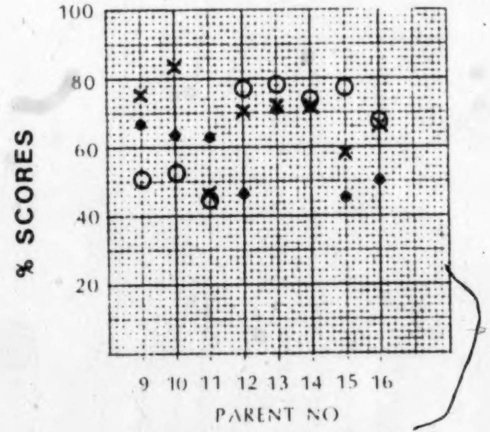
The fit of the intensive academically inclined triad, however, represents the highly motivated parents being attracted to the type of school reflecting their views, much as the Marjoribanks (1972) Dave/Wolfe (1963) Press theory suggested.

Configuration (Figure 11) and Complexity (Figure 12)

Figures 11 and 12 for Cogan Intensive Selection Analyses of the Configuration and Complexity Categories respectively, develop the concept in a similar manner to the relationships in Figures 9 and 10. They show highly intensive (wide-active) parents and narrow-active parents to be more closely aligned with principals. The significance may be that parents are influenced in school selection by attitudes expressed by principals. Narrow-active parents may, on the other hand, simply be amenable to accepting the school's perogatives.



(Wide-Active Choice)



(Narrow-Active Choice)

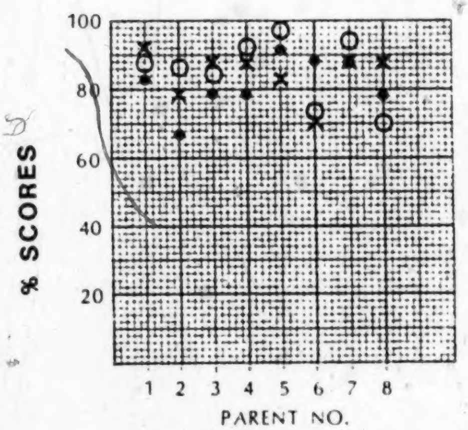
PARTICIPANT KEY **COMMENTS**

Parent	School Affiliation	Demonstrated Home/School Matches	
P1	Forest Lane	-	
P2	Myrtlewood Park	-	
P3	Wapiti Way	-	
P4	Wapiti Way	-	
P5	Accord Way	Pr/P	dyad match
P6	Forest Grange	T/P	dyad match
P7	Forest Road	Pr/P	dyad match
P8	Willow Haven	T/P	dyad match
P9	Willow Haven	-	
P10	Poplar Haven	-	
P11	Walla Garden	Pr/P	dyad match
P12	Forest Road	Pr/P	dyad match
P13	Sacaton Garden	Pr/T/P	triad match
P14	Sacaton Garden	T/Pr/P	triad match
P15	Greenwood Park	-	
P16	Cosmos Way	Pr/P	dyad match

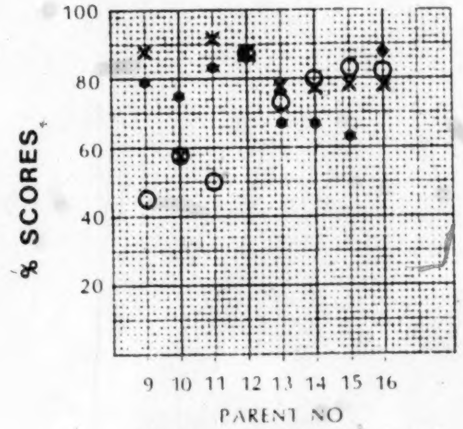
Legend

x Principal
• Teacher
o Parent

FIGURE 11 COGAN INTENSIVE SELECTION ANALYSIS - CONFIGURATION % SCORES



(Wide-Active Choice)



(Narrow-Active Choice)

PARTICIPANT KEY **COMMENTS**

Parent	School Affiliation	Demonstrated Home/School Matches	
P1	Forest Lane	Pr/P/T	triad match
P2	Myrtlewood Park	Pr/P	dyad match
P3	Wapiti Way	Pr/T/P	triad match
P4	Wapiti Way	Pr/P	dyad match
P5	Accord Way	P/T	dyad match
P6	Forest Grange	Pr/P	dyad match
P7	Forest Road	Pr/T/P	near triad match
P8	Willow Haven	-	
P9	Willow Haven	-	
P10	Poplar Haven	Pr/P	dyad match
P11	Walla Garden	-	
P12	Forest Road	Pr/T/P	triad match
P13	Sacaton Garden	Pr/T/P	triad match
P14	Sacaton Garden	Pr/P	dyad match
P15	Greenwood Park	Pr/P	dyad match
P16	Cosmos Way	Pr/T/P	triad match

Legend

- x Principal
- • Teacher
- o Parent

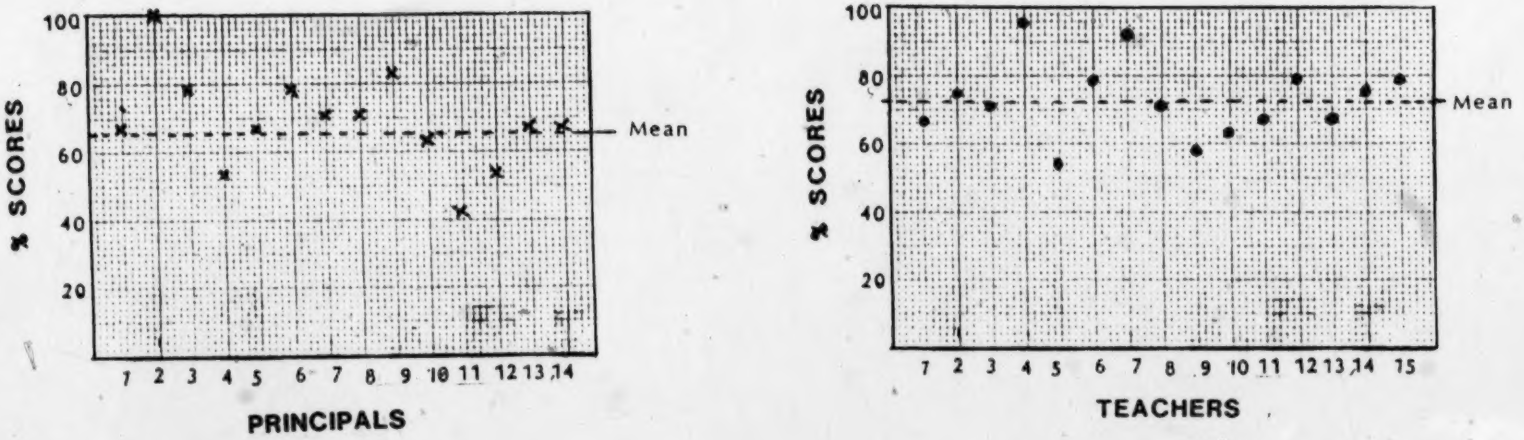
FIGURE 12 COGAN INTENSIVE SELECTION ANALYSIS - COMPLEXITY % SCORES

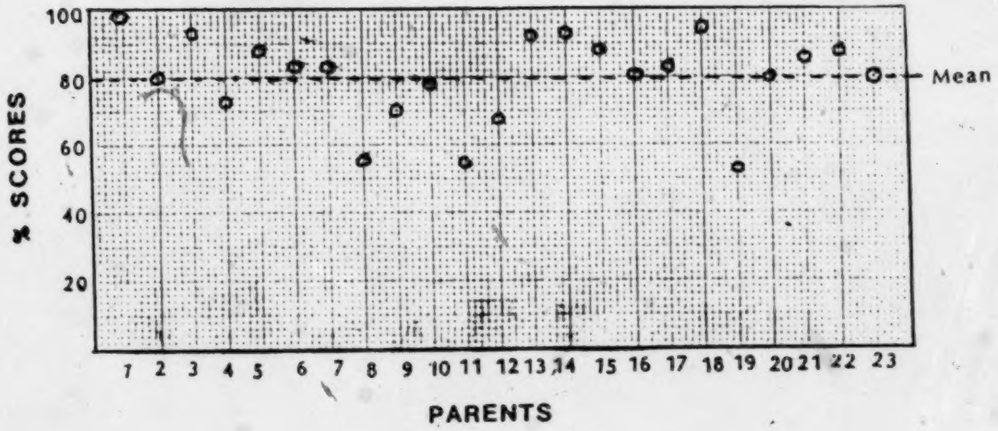
DISCUSSION ARISING FROM GRAPHICAL PRESENTATION

Accessibility

Regardless of which school a child was attending, the school personnel seemed to create a less accessible environment than parents in the home. Materials were controlled by schools. Children were given more responsibility for materials in the home. If accessibility was adequately screened by the Seaver Instrument, continuity is not likely to be obtained in any of these schools considering the overall effect on the setting of this category. There is a possibility that a high pupil-teacher ratio infringes on an otherwise accessible school situation. Safety and budget restrictions may require the school personnel to exercise more control over materials.

The conversations with parents did not disclose concern about this aspect of their child's school experience. However, when parents were asked about accessibility to the school for themselves, they responded adamantly either positively or negatively. Parents who had deliberated about the school choice (Figure 13) were vociferous about inaccessibility. The parent at an Alternate Program had been led to believe that parent involvement was appreciated. It was appreciated, but in a structured and limited manner. The mother's reaction was to wonder if her child would feel stultified. However, at that point, the structured situation was tolerated.





COMMENTS

All scores fall within a relatively narrow band about a median score. Schools generally are more constraining. Perhaps schools have less space for designating areas for specific activity.

Legend

x Principal
• Teacher
o Parent

FIGURE 13 PARENT , PRINCIPAL & TEACHER ACCESSIBILITY SCORES

Perhaps the discontinuity was interfering with his creativity. Although the teacher confirmed that he was fitting in well with the other children. Other factors are also involved. The child had a late February birthday and at the same time was very tall for his age. There had been high social expectations placed on him by having been seen as older than he was. The structured Alternate Program may have taken the pressure off him. The home-school difference apparently was working in the child's favor. Hence, the discrepant score could be dismissed as an indication of discontinuity, not having an impact on the child.

Teacher and Parents Stability Scores

In the Stability dimension (Figure 8), discrepancy occurs erratically in either Alternate or Neighbourhood School programs. The group with the most consistency in scores are the three French Immersion programs. The most discrepant scores occur in Neighbourhood School programs. The low stability scores correspond to homes where routines are rejected. In one case, the parents believe parents should not focus their life on the child but the child should learn to cope in their world. In the other home, the mother believes the child can adapt to the parent's highly-charged and erratic lifestyle, because of his superior intellegence.

The best match between scores in a single category was for the teacher and parent associated with a mainstream program in a Neighbourhood School (Forest Lane). The most significant similar observation of each in the interview milieu was the conservative nature of parent and teacher. The parent was looking for traditional schooling with no frills and the teacher was delivering the teacher-directed program to the satisfaction of the parent. The class was very small and enrolment for the following year was too low to continue. Consequently, the school would be entirely French Immersion. Both the teacher and the parent were distressed that the regular, traditional program was being phased out.

The most disparate match was between a teacher and a parent at a Neighbourhood School (Walla). The parents lived outside the area but were within the busing boundaries for the school. They showed little interest in parent involvement. They had decided they would do best for their child by not interfering. They also believed that by pursuing their own interests they forced their child to develop independence. The score for the parents was numerically low throughout the categories in both the positive and negative dimensions of each category. They neither were highly enabling nor strongly constraining, thus their scores appear anomalous in the various presentations.

The Neighbourhood School-With-Care scores show a good match between the parent who required care for her child and the teacher (Willow Haven). However, the match was poor between the parent, who was strongly opposed to extending care to people beyond the school boundaries, and the teacher in Willow Haven. Similarly to the demise of the traditional programs in the French Immersion, the care dimension was replacing the community core concept. The wide discrepancy in scores between the opposing parent and the school personnel perhaps reflects this changing nature of the school, which, in attempting to meet the care need, alienate "narrow-choice traditionalists".

There was also a noteworthy discrepancy in the scores for a separate Alternate School and the parent (Wapiti). In this case, the parent had based her selection on the artistic elements of the program. While the art and music are integral to the program, they are a highly controlled part of a structured curriculum and authoritarian teaching style. This heavy emphasis on routine and scheduling was at odds with the parents' more flexible approach. Although the child apparently enjoyed the music and did not object, at this level, to the tight scheduling, the parents did not share this perspective.

Stability Category Grouping for Principals, Teachers and Parents by School Types (Figure 14)

In the Stability dimension, higher positive scores show an inclination to establish patterns. Lower scores in the negative dimension describe behaviours which interfere with routines. Having opposing high positive and negative scores indicates patterns of schedules are put in place but are not always observed.

Principals shared a higher score than their teachers in respect to consistency of routines, even though their scores varied from one another in degree. This adherence to control appeared to be an element of their position. Although there was a range of scores from one school to another, teachers consistently scored lower than principals or parents in the stability dimension. The interviews indicated that teachers generally allowed spontaneous reaction to over-rule strict adherence to schedules.

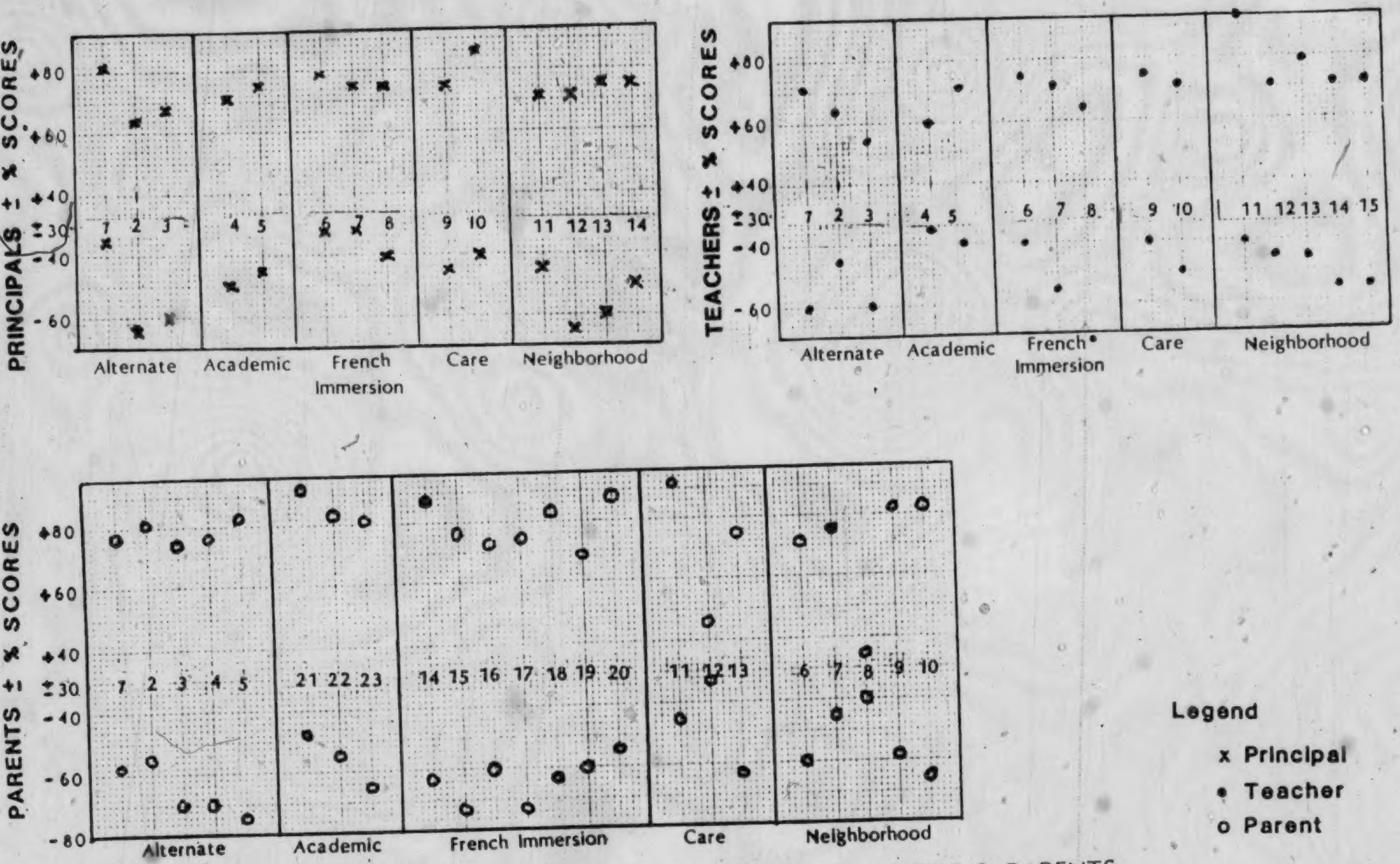


FIGURE 14 STABILITY CATEGORY GROUPINGS FOR PRINCIPALS, TEACHERS & PARENTS BY SCHOOL TYPES

The Neighbourhood School principal having the highest score in the stability range indicated in the discussion with the interviewer that families came to the school seeking structures. Many families were headed by single parents who requested the care facilities provided within the school, but especially appreciated the nurturant aspect of the school staff. The school had program planning geared to recognizable blocks which children could plan around. This gave their day some stability, and diminished the pressure on exhausted parents to provide the only stability in their child's life. The principal consciously attempted to build a school program that assisted in developing the child's sense of being part of the school.

The graph (Figure 15) shows teachers in the Alternate School in two out of three instances varying from strict adherence to the strong inclination towards scheduling of the principals and the parents.

During discussion with the participants, notable discrepancies existed between the expectation of non-structure in these two alternate programs. This is seen as an indication of individualization by parents, while the consistency of routines is seen as necessary by teachers. The graph demonstrates these differences. The Neighbourhood Schools' participants had the greatest degree of similarity of scores. The general level of response seemed more accepting of the status quo in education. For example, the principals believed they represented parent opinion and the parents indicated that they agreed with the school policies, albeit without being able to pinpoint them. Teachers seemed the most disparate, either carrying on perspectives from their teacher training or from the association with a previous administrator. In the first instance, teachers in the Neighbourhood School mentioned their frustrated efforts in trying to meet ideals in programming presented during training. Teachers from the Neighbourhood Schools, as well as those from other types of schools, mentioned the difficulty in working out a compromise between having a workable timetable and the flexibility to meet learning needs. This concern was reflected by inconsistent stability scores on the questionnaire.

Triad Accessibility Scores

The questions in this category sought to measure the enabling or restrictive behaviors in home and classroom which dealt with availability of materials.

It is interesting to note the differential between the French Immersion principal's score and those of the other principals in the positive direction. Compared to the principals in the other Neighbourhood Schools, he is distinctly less enabling. He repeatedly stated in the course of conversation that the parents were well represented in school policy-making and that adherence to a strict sequential curriculum that ensured language proficiency was the priority. Access to materials in such a teacher-directed atmosphere was surprisingly not restricted.

A parent and the teacher seem closely matched in the Neighbourhood School-With-Care situation. The choice of school for the parent involved was determined by the quality of care, and the teacher had been key to her decision that this was indeed an appropriate situation.

Interestingly, the dichotomy between the other parent participant and teacher was not only represented by the scores but by the management styles of the teacher in the school and the parent in the home. The classroom appeared to be busy but activity areas were overlapping. Children learned the rules that facilitated access to the materials in the environment. Activity in the home was differentiated by room. Children learned that materials for activities were in bounds or out of bounds according to the room.

The Neighbourhood School-With-Care in which parents seek a nurturant atmosphere, achieves popularity without inter-triad consistency. According to the scores in the accessibility domain, parents and teacher/principal see a child's capacity to control materials in vastly different ways. Parents arranged meetings with school personnel prior to enrolment. Interviews with the participants revealed a variety of perspectives on child care, yet a related concern for the individual's welfare. It is this welfare view which seems to have convinced the parents of the appropriateness of this choice of school. The differences in enabling versus restricting behavior, as confirmed by the scores and supported by the interviews, was a relatively unimportant element in the decision-making undertaken by the parent in choosing a school.

The scores for the parents of the second-language alternative are clustered while those for the teachers and principals are not. The parents worked in concert to bring about the immersion program and developed a common view concerning the priorities. Accessibility to materials was not viewed as an element of their children's success, while consistency in day to day patterns of behavior received high acceptance from these same parents. Discussion with them indicated that the seemingly non-enabling aspect of limiting access in school was counterbalanced by the enabling home and school stability.

The principal at one Alternate School shows a much higher accessibility to materials score than does the teacher in the school. This raises the question of whether their scores can be representative of the same program. Conversation with both participants revealed different views of the situation. The principal, from his administration view, sees children accessing materials throughout the day, seemingly at their own discretion. The teacher gauges this access as being controlled by firmly entrenched patterns of access involving goal-setting. The questionnaire does not differentiate this disparity in perception.

A Neighbourhood School principal indicated the least support of the concept of accessibility. A teacher in the Academic Alternative and a parent in the Neighbourhood School-With-Care also showed similarly low support for accessibility. Since these three participants do not occupy the same school-based triad, their similar score does not support the view of cohesive philosophies within the triad and within school types. The parent in question, however, chose a school for its Neighbourhood school quality without regard for the philosophies of the teaching staff. The teacher that is restrictive, among more accessibility enabling members of a particular school triad, is free to carry out her highly authoritative style of class management. The principal had moved into the school long after her arrival. His management technique involved teacher autonomy, as long as curriculum, discipline and community expectations are met.

QUALITATIVE OBSERVATIONS - PARTICIPANT PERSPECTIVES ON SCHOOL SELECTION

The qualitative data consisted of material gathered in interview sessions and in visits to the home and schools. The interviews were recorded and later transcribed.

As with the quantitative analysis, the schools are discussed in groups according to programs. Accordingly, discussion of the interview material focuses on issues as perceived in the responses by all the participants in each group.

The school personnel and parents whose children attended a particular school all had developed certain impressions about their school. The following section is a discussion of the material gathered in this regard during interviews. It moves through school philosophy, program planning, community communication and educational decision-making.

The French Immersion Program Philosophy

Forest Road

The principal declared that his philosophy was bounded on one side by School Board philosophy and on the other by parent preferences. The school attempted to flexibly accommodate children's learning needs. The Forest Road teacher acknowledged the existence of the philosophy in printed form but felt it had no effect on teacher performance because of its broad uninspired direction. The parents echoed this view of Forest Road philosophy. It existed but was too general to have any bearing on school decisions. What would be ideal, suggested one mother, was that the school should be an individualizing place where teachers chosen for their warmth would have only enough students so that time could be given to each.

Forest Lane

The philosophy statement, for the school, promised to provide a happy learning environment. Although limited by school curriculum, the principal sensed that an atmosphere of spontaneity prevailed. "Spontaneous behavior", he had said, "comes from structure rather than from a free-for-all." According to parents' comments, the principal perceived the mood of the community was in favor of even more structure in the school. Whether it was representative of the total community, he quoted the parents as not equating physical freedom with intellectual freedom. He mentioned the issue of free play in the kindergarten as an example of parents' firm stand against physical freedom. The issue involved structuring playtime.

The first teacher interviewed in this school felt the philosophy was aimed at the whole child and was similar to the objectives set by the Edmonton Public School Board. She concurred with the principal's view that the very label of "free play" was threatening to parents. Her program included some small group play in which five children in the group were directed to play for a fifteen minute period.

The teacher, who taught the small mainstream program in the school which had a high proportion of French Immersion classes, felt that the school philosophy had been so nebulous that the needs of minority children had been overlooked. In her view, the monies available for special programs propelled the school to cater to the second-language proponents.

There were three parents interviewed at this school. One of the three had read the philosophy and felt it was a general statement that could apply in any school. In real terms, she felt the school followed a philosophy of giving the child a definite pre-determined pattern with the belief that out of the patterning of learning and interacting would come disciplined individuals. She felt the school objectives mirrored the community expectations for school programs.

The other two parents were less specific about what they thought the school philosophy was, but indicated approval of the principal's views.

Forest Grange

Of the three second language schools in the cluster of schools presently being discussed, Forest Grange had the most specific philosophy. The principal was new to the school and was conscientiously putting forward his own views while at the same time accepting the philosophical tradition left by previous administrators. The new principal status demanded patience as he was aware that extreme shifts would not be tolerated. His intention was to persuade parents to be accepting and approving rather than continuing to encourage the competitive approach presently in operation.

The teacher was also new to the school but had realized the school practise was to eulogize winners. Yet, compared to experience in a poor area of the city the year before, the teacher found that the children in this middle-class area were receptive to positive feedback. She felt that parents were ready for the current principal's efforts to alter the emphasis toward doing your personal best.

French Immersion School or Program Attraction

The principals and teachers agreed that French Immersion sells itself. Parents have decided that their child needs to be bilingual to succeed in our society.

Forest Lane

The principal suggested that, with the heavy demand for French Immersion classes and the favorable grant distribution, Forest Road was keeping its community students and drawing others from outside its boundaries. The English Kindergarten teacher confirmed that French classes were more popular than the mainstream program. Next term, despite a much-touted music program that had gained top marks in the City Music Festival, the low enrolment spelled the demise of a mainstream English Kindergarten.

Forest Road

The attractiveness of the second-language instruction was the major drawing card in this school. Although parents expressed an interest in the Neighbourhood school concept it is the French program that keeps parents at their neighborhood school.

Forest Grange

Located in a new community, the school uses the French program to entice children from surrounding communities. There is also a strong community pride in achieving a high academic standard in the school. Teachers see an indication from parents that appreciation for discipline and high grades rank almost as high as the French Immersion.

French Immersion Parent Satisfaction with Program

The researcher asked participants whether once they had enrolled their child in the particular school if choice of school remained satisfactory. In the French program, satisfaction remained high, bolstered (acording to respondents) by continued publicly acclaimed advantages of bilingualism.

This in itself provoked a curiosity about the reasons for the parent participants having first chosen the Child Centre as the most appropriate educational setting for four-year-olds.

Forest Road

The parent at Forest Road had chosen the Child Centre because of advice from friends. Before committing herself to the Child Centre option, she had conscientiously explored the options. She had no other preschool children and so was able to concentrate on visiting and interviewing program directors. She decided on the Child Centre because of the child's freedom of choice and because of the emphasis placed on caring.

In the following year, when the child was five, she re-enrolled the child in the Child Centre, as well as choosing to place the child in an immersion program for the other half of the day. The Child Centre provided enrichment that the mother did not feel she could supply every day, but the French program provided the challenge. The parents have a Montreal background and believe their child should have the advantage of a bilingual education.

Forest Lane

A somewhat different reason emerged for choosing the Child Centre for the parents at this school. The consensus was that the Child Centre had a good reputation and a number of parents would all enroll their children and share the driving.

In the following year, two of the three selected the French program and one the English program. Both of the immersion parents were pleased with their children's progress and liked the program. However one parent liked the structure in the program while the other was trying to carefully influence the teacher to adopt a less structured classroom.

The parent whose child attended the English mainstream program had accepted that her child should attend the local school. She then had considered the options within the school. The English class seemed more suitable for her child. The enrolment was low and the music focus was an enrichment, whereas the French did not seem as important.

Forest Grange

The parent whose child attended Forest Grange had not chosen the Child Centre as a result of personal experience or observation. Instead, she enrolled the child on the basis of other parent's remarks. At first she felt pleased with all of the materials and the opportunity for creativity. However, the more she visited, the more she saw children wandering and not using the materials. She felt that during the few times she saw children directed to materials they made good use of them. In time, she began to view the Child Centre program as a four-year-old program.

For their child's fifth year, she had determined that her child could handle the challenge of French Immersion. After examining French Immersion programs in the area where they had formerly lived, and not being satisfied with what she saw, she looked further afield. In the end, she found a school that provided French Immersion and also suited her own career plans in the school music program. Not wanting her child to have to cope with both a school situation away from their community setting, they located in an area near the school of their choice.

In retrospect, experience at the Child Centre may not have been a poor choice for her four-year-old, the mother conceded. The child had been free to explore and, in a developmental sense, she feels the experience at the Child Centre had advantages. The choice for the follow-up school was a personally-involving challenge which was motivated by discontent with the Child Centre.

The awareness that many mothers were actively searching for the best schooling situation convinced the mother that choices made by satisfied friends would be relevant for her. Her experience has made her aware that she must pursue her own decisions. "The parents or parent know the child best and what they want for their child." She is now aware that the standard of teaching has become the most significant factor after the type of program. She expressed satisfaction that school choice was left up to parents, feeling that the positive attitude of parents would "rub off" on the child. The child's current success reflected this view.

French Immersion Child's Apparent Rate of Success

Forest Lane

Forest Lane has a French Immersion program and a mainstream English program. Only one of the three children engaged in the French Immersion program seems to be a cause for concern. The parent feels very strongly that she needs to have some say about the program, and that the child would succeed if she could promote a change in the program structure. The teacher felt support was evident from the two who voiced positive support for the program. In the teacher's view, on the other hand, the concerned parent's preoccupation with the lack of parent decision-making is associated with the child experiencing difficulty in school. She was concerned that the child was picking up negative "vibes". The teacher was satisfied that the other children were succeeding.

In the mainstream program, the child was doing moderately well according to the teacher and the parent was not concerned about his progress.

Forest Road

The children attending the program were considered by both parents to be doing well. However, the child whose mother had chosen French Immersion only for the content, without regard to the teaching style, was not doing well according to the teacher. To the observer, the time structure in the home was laissez-faire while the school routines were consistent and constant. The home was set up with work and play and sleeping space totally integrated, whereas the school had designated areas for specific use. The child went from one activity to another in the home, at her own whim. In the school situation, where expectations were placed on her by the teacher, the child continued to roam and did not complete tasks.

Forest Grange

The parents with a child enrolled in this French Immersion program were particularly pleased with the child's academic progress. The family had picked the school on the basis of the principal's stated objectives and on the observations of friends whose children attended the school.

The teacher found the child cooperative and motivated to achieve. The principal in this school had an awareness of the family and its keeness for academic proficiency, although he was not sure how well the child was doing. Nevertheless he was one of the few principals who could indentify a specific family.

French Immersion Parent Involvement

To some degree, awareness of families by principals was associated with the kind of parent involvement the schools invited and/or encouraged.

Forest Road

On the question of parent involvement, the principal made it clear that he was fitting into the parent's wishes. He felt they wanted to be informed about what was going on but to leave the decision-making to the school staff. The teacher who used parent help in the classroom felt the parents were willing when she asked for help but noted they did not volunteer. She agreed with the principal that while advice was accepted from parents, the decisions were made by herself and she believed this satisfied the parents. The parents did not find fault with this passive description of themselves although they noted that their acquiesence had come to a halt the previous year when they had applied pressure for the removal of a teacher who could not discipline her students. They also felt that sitting on parent-teacher committees was a means of injecting views. The action of the school confirmed its receptivity, as it had accommodated parent interests, especially as they related to discipline standards and directions for special programming; e.g. second language immersion programming.

Forest Lane

The principal felt that the school's acceptance of French Immersion as a major focus of the school had coalesced staff and community. The parents had investigated the merits of such a program and their positive attitude was supportive for their children. Generally, there were few behavior problems and few parents not content to provide assistance in social, money-raising activities and in school support roles, e.g. library aid.

The parents, who were active on committees, seemed content with the level of involvement asked of them but there was, as has been mentioned, discontent on the part of a parent who had not gained representation status. The parent whose child was in the decreasing mainstream programming felt the rights of the minority English program supporters had been usurped by the readiness of the staff to favor the well-funded second language programming. For the minority parents, there was a good feeling about acceptance in the classroom but a negative feeling about the lack of receptivity of the principal to their needs and to their involvement in a pressure group to maintain the mainstream community school.

Forest Grange

The teacher did not have parent involvement due to the parent's decision to financially support an aide. The principal felt that parents control extracurricular events. If there was enough interest by parents, programs would develop. As well, individual parents took the responsibility of deciding which extra activities their child could participate in without their child being over-extended. Activities included in the school with which parents assisted were music, art, math, computers and leisure written language. In the classroom, activities were firmly teacher-directed.

French Immersion Principals' Views on School Choice

The principals were largely in favor of there being a choice of programs and had some perceptive comments as noted below:

- They noted that it is important that alternative programs remain as much as possible under the Public Board jurisdiction. The voucher system whereby parents direct their share of education funds to any school would disrupt the public mainstream program which must remain stable to ensure high education standards for the general public. However, the competition that arises between schools when boundaries are open promotes effective teaching.

- If the teaching profession did not demand protectionism the system could be opened so that parents could not only choose their school and principal but also choose their child's teacher. Merit pay would be a way of recognizing effective teachers. Teachers would be acting the role of professionals if their pay was related to personal merit.

- Parents don't always know but have a good feel for what is going on in schools. If they were given freedom to interview or gather comments from other parents they could make more informed choices.

- Parents may make a choice for an alternate program on the basis of some criteria and ignore other relevant criteria, so choices should be guided by some counselling.

- Neighbourhood school values may be ignored in the urgency to enrol a child in an acceptable alternative program. The social integrative aspects of the neighbourhood school may then be lost in a melange of specialized programs. These special programs would probably be out of a child's home district.

- There is a concern, when only 5% of the population come to a School Board program presentation, that blind faith must be operating when parents choose a particular program for their child.

Summary of Observations for French Immersion Program

The French Immersion schools had philosophies which were very global. The Forest Lane principal suggested that schools were constrained by the School Board philosophy, while the Forest Road principal referred to their written philosophy as a motherhood statement. The teachers at these schools were not aware of philosophy but were willing to suggest possible emphasis in school operation. The teacher at Forest Grange felt there was an emphasis on teaching children behavior standards in order to be able to get along with others and to be able to learn. The observer noted that the school was designed as an open-area arrangement which may account for the stress on behavior.

However, teachers in Forest Road and Forest Lane echoed the generalities stated by their principals. "The school is working toward fulfilling the goals set by the School Board." "The written philosophy is very broad and quite vague and has no influence on teacher performance."

The researcher noted that programs in the French Immersion programs have a similar base. As one teacher noted, the parents have decided that the second language is a priority and their preference is for a traditional teaching style to ensure second language teaching is sequential and comprehensive. In the three programs, one had parent volunteers regularly, the others had aides whose salary was partially paid by the parents. There was a dintinctly different air to these three classrooms as compared to the Child Centre.

The principal at Forest Grange had only been at his present post for a year. He summed up his view of the effect a principal has on school philosophy in this way. "I have been here a year and in that time I have taken stock of what the community priorities have been and how the previous principal's values blended with community values to determine a workable philosophy. In my second year I will introduce personal values through presentation of priorities at Parent Council Meetings and through changes in school policy, e.g. grading has been very strict without room for positive comments or encouraging grades. This will change."

In the principal's second year, teachers may have noticed changes at Forest Grange but at year-end a philosophy shift was not discernible.

The Alternate Program Philosophy

Wapiti Way

The principal at Wapiti Way has had to develop a flexible view of curricula. There were three programs under one administration. The goal was to fit the child to the program in order that individual needs were met if they were within the parameters of existing programs. Parents who enquired about options were asked what program qualities they were looking for and if one of the three programs fit, the child was enrolled. The Alternate Program under the principal's jurisdiction was especially useful for children who matured slowly. The mainstream program was suitable for children who were ready for academic challenge. Although the principal indicated she did not entirely agree with the pedagogical perspective of the Alternate Program, she ensured that the academic goals of all three programs met the standards of the Edmonton Public Board.

The Alternate Program teacher played the major role in the information-gathering as her knowledge of the specific philosophy of her program was incisive. She had integrated the complex view of translating spritual values through music, art and story into her teaching style.

The mainstream teacher had a general view of the school philosophy. She felt the school aimed at meeting child needs with a range of teaching styles.

Parents in the Alternate Program did not have a clear picture of the philosophy base but they did have a definite impression of emphasis for early academics.

Parents in the mainstream did not feel there was any particular philosophy. To them, the mainstream program existed to provide a non-specific type of education, "please everyone a little and displease few a little", said one father.

Accord Way

The principal at Accord Way confessed that as a school administrator he did not have a personal philosophy but was comfortable with the philosophy operating in the Accord Way program. The teacher perceived that acceptance of the child's current learning capacity and style was basic to the program.

To promote this concept, the school's interior space is arranged to allow different kinds of experiences; some private, some group, some academic, some active.

The parents whose children attended this program were involved in the formation of the program and both verbalized the advantages of the free movement among activity-specific areas and the one-to-one teacher-pupil relationship.

Cosmos Way

According to the principal of the school in which the Cosmos program operates, the philosophy of the Alternate program is to maintain graded objectives but within a multi-aged grouping to ensure continuity of the social support system, namely peers, siblings and teacher.

The kindergarten program associated with Cosmos does not have multi-aged grouping and exists as an autonomous program. The approach of the kindergarten supports the Cosmos philosophy of working to objectives but with the teacher directing activities rather than the children.

The parents of the child attending this program were somewhat dubious about the non-structure of Cosmos and less sure that parents could reach a compromise about their objectives with so many parents determined to create their own concept of an ideal school. They were aware that for their child to enter the Cosmos program they would be very involved in the school. They had the option of following the mainstream grade one program or continuing in the Cosmos grade one program under the same principal after their child's kindergarten year.

School Personnel Roles in Alternate Programs

Wapiti Way

The principal considered the role of administrator as being one of coordination to enable parents and teachers to arrange the most suitable learning situation. If programs were not appropriate in the view of the parents, the principal directed people to other schools.

The teacher of the Alternate program believed that all children could identify with the philosophical approach given to subject matter in the school but that to be effective parents should extend the goals to the home. The parents are not given information on instruction and consequently do not, in fact, become involved in extending the learning to the home.

Accord Way and Cosmos Way

The Accord Way parents and the Cosmos parents believed that the school program should represent their views. Thus they were involved in helping teachers, providing curriculum input and assisting with physical arrangements. The Accord Way teacher felt her teaching role was extended to that of arbitrator. There were times when she could accept direction and other times when advice was aimed in several directions requiring compromise and decisions from herself. The Cosmos teacher was caught in a struggle between parents wanting non-structure and parents wanting a traditionally teacher-controlled classroom. His role was to provide room for free choice but always controlled by time and specificity of objectives. The parents associated with Cosmos added to the program by contributing their energies toward physical diversification while the mainstream parents wanted to play a more supportive role such as mending books. The role of the school and home in education was much more defined and separated for mainstream parents.

Attraction of the Alternate Program Schools

Wapiti Way

The school attracted clientele from beyond school boundaries because of the Alternate program and the Special Needs program, however the mainstream program attracted children whose parents valued the neighbourhood school concept. In one instance, parents given a choice of programs under the one administration chose the mainstream program to ensure that their child was part of a cross-section of the entire society. Their European experience, in which the status and wealth of a family determined the friendships, was an element in the school selection.

The Alternate Program attracted families for two reasons. Some parents were drawn by the unique philosophy, others were drawn by the lunch program that accompanied the Alternate program and were not deterred by the spiritual basis of the program.

Accord Way and Cosmos Way

As with Wapiti Way, the uniqueness of the alternate program in which parents played a large part in the creation of the program was a major attraction.

The teachers felt that parents continued to exhibit strong views so that in fact programs continued in a somewhat turbulent manner as the strength of convictions that had attracted parents to a common cause also was the means of disruption.

Originally, the parents had chosen the Child Centre for similar reasons. As a group they had been looking for an educationally advantageous learning setting for their four-year-olds. Of all the choices available, Cosmos and Accord are the most similar school experience to a Child Centre learning experience. In choosing Accord or Cosmos, parents have confirmed their earlier attraction to the child-directed exploratory experience possible at the Child Centre. In all cases, the parents continued to view their involvement in the formation and continuation of the Alternate program as beneficial to their child and for their family. One family had relocated to be near the school for the sake of extra-curricular activities surrounding the program. Another found the commitment to driving so time consuming that relocation was considered. Still another lived near the school and had fallen into the program because of proximity. The necessity to relocate because of a redevelopment project was causing more anxiety than they had anticipated. There were community values coming from their involvement with the school that they wanted to maintain beyond the school programs.

Coping Skills of the Child in the Alternate Programs

Wapiti Way

According to the teachers of the two children in the study, each child was successful. The teacher of the mainstream kindergarten felt the child was not challenged enough. However, the parents wanted the neighbourhood experience for their children and were motivated to provide enrichment in their home. The child had become a leader and socially successful so that his life, including experiences in the home and school setting was being satisfied in both academic and social ways. The child in the Alternate program had had a varied and somewhat chaotic home background but was fitting in, at least in the early stages, to the repetitious rhythm of the school program. As well, both the teacher and parent commented on their dissimilarity, however were supportive of one another.

Cosmos and Accord

The children in the two programs were succeeding moderately well in the view of parents and teachers. As an observer the children seemed to be happy in their program but their rate of progress varied.

The Cosmos student was easily diverted from his tasks by one particularly assertive child. He would become the more dominant child's follower. The teacher was concerned but had had difficulty guiding the two children to play or work separately.

In the Accord situation, one very self-motivated child exhibited few social graces but was unstoppable in working out learning problems. The other child was sometimes not so involved but her work was acceptable.

Parent Involvement in Alternate Programs

Wapiti Way

The parents were asked to assist in the Alternate Program in specific ways. The parent involved in the study was a gifted pianist. She was asked to perform a certain piece of music at a definite point in the curriculum. The parents' help was appreciated but directed so that the specificity of the program was not compromised.

Cosmos and Accord

Without constant involvement by parents in and out of the program, neither Alternate Program could succeed. The commitment was difficult for parents who either did not live close by or who worked. A method of arranging the sharing of the day's tasks and after-school jobs was an onerous responsibility for the coordinating parents. The individualized instruction would break down without the help. One Alternate Program required an aide subsidized by the parents to supplement the available parent help. Parents in the mainstream program were upset with the apparent special status of the Alternate Program in having an aide and some extra activities, even though the special costs were the responsibility of the parents in the Accord program. Considering all the parent help, principals despaired at the negative community response to any School Board support for Alternate Programming.

Alternate School Principals' Views on School Selection

Wapiti, Cosmos, Accord Triads

The principals of the three schools in which Alternate Programs were housed have faced inquisitive and sometimes belligerent parents as the result of Alternate Programs. Principals said that:

- School budgets cover mainstream and Alternate Programs. Parents of each persuasion struggle to divert funds toward their program needs.

- Open boundaries and special programs have been a boon to older schools. The creation of various programs has enriched the system. Being aware of choices, parents seek schools that benefit their child. Having more choices within one school might avoid the transportation problems.

- Schools involved in Alternate Programs in which parents are forced to provide transportation, make adjustments to meet new requirements. Schools cooperate with local daycare facilities. Lunch programs become available. School hours become flexible to meet the working parents' schedule. Without perhaps wanting to and not having had to before, educators and social service personnel merge jurisdictions to the family's benefit.

- Alternate Programs, headed by strong-minded parents dissatisfied with mainstream education, may become private elitist schools. Checks on how funding is applied need to be re-evaluated.

- Theoretically, if good students are drawn off and become members of elitist programs, the mainstream loses potential leaders. Thus the Alternate Programs increase the possibility of children, who have the potential to become leaders, remaining as followers of one leader.

- Alternate Programs may negate the right of the neighborhood child to access his proximal school. Limits to out-of-boundary admittances may solve the problem of limitations to neighbor children. However, when a student cannot cope in the Alternate Program which replaces a mainstream program in a neighborhood school, the system basically curtails the options of children whose parents would choose a regular program.

- The Neighbourhood School Concept should be regarded as having positive qualities and not ignored in the face of fad programs.

- Parents who approach an Alternate Program administrator should be queried as to why they are choosing a particular program. Schools should be prepared to counsel parents regarding the program characteristics.

- A school district as large as Edmonton Public should be able to accommodate shifts of some children to special programs without upsetting the public school equilibrium.

- The administrative aspects of having various Alternate Programs under one administrator needs to be improved. When funding is divided among too many programs, the effectiveness of all programs is reduced.

- The creation of the Alternate Program, as a way of meeting dissatisfaction from parents, bypasses a more immediate and less expensive use of parent input to improve existing programs.

- A limit should be placed on creation of Alternate Programs and a time period established for reviewing whether objectives are being met.

The Edmonton Public Board's position on formation of Alternate Schools should be reviewed after programs have been allowed to operate for a few years.

- The advantage for parents of the Alternate School Programs has been affordable programs in line with personal priorities.

- The existence of Alternate Programs has been advertised, but parents need information about programs and about whether they have value for their child . A counselling service, that parents would feel comfortable in using, is needed.

- Alternate Programs satisfy parents who are concerned. Equitable mainstream programs need to have the same intensity of parent involvement.

Alternate School programs may attract children from a neighbourhood school which, having lost a viable population, cannot continue to act as a neighbourhood school. Principals are placed in the position of having to persuade parents to maintain their allegiance to the neighbourhood school, or conversely to persuade parents to travel outside their boundaries to a special program.

Summary of Observations for Alternate Programs

Similar views of what the philosophic dimensions were in the particular programs were held by triad members with the exception of the Wapiti parent.

At Wapiti Way, the teacher and principal felt the philosophy of the program was far too complex to describe quickly or about which to answer a questionnaire meant to cover all programs. They did, however, attempt to do so. The parent, who did not like the teaching style, and who had chosen the program strictly on the basis of the art and music, was not sure about aims of the philosophy.

In Cosmos Way, the principal, teacher and teacher aide were devoted to the concept to find indivualized instruction within the structure of personal commitment. No encouragement was needed to generate expansion on the subject. The parent had partially chosen the program because of the school proximity. She was somewhat apprehensive about the interpersonal struggles which children had to deal with in the multi-aged grouping. But, she was certainly aware of the philosophy and supported the individualism that she had so appreciated at the Child Centre.

The Neighbourhood Schools Philosophy

The philosophies of the neighbourhood schools seemed related to the communities they served. Belle Garden maintained a view in which school decorum was the major visible aspect. Lotus Garden sensed that academic prowess was the key and the parents applauded this view. The principal and teacher at Walla Garden professed the belief that their emphasis must be on leadership qualities, of which academics were a part, since many of the parents possessed business acumen. Sacaton staff exhibited personal priorities and accommodated parent pressures to a lesser extent than the other administrators. The school was located in a new subdivision and had a high proportion of highly transient families. For that reason a community identity had not coalesced. As a result, staff were initiating their own beliefs that there should be development of the whole person. Emphasis on aesthetics such as music, art and drama was orchestrated by the artistically inclined staff. Having the whole school participate in an operatic production was accepted by parents but not actively supported.

The two schools situated in a community context, but offering before and after school care had the concept of caring added to their mode of operation. For the schools to survive, their programs had to attract and sustain an out of boundary clientele. Consequently, the concern for meeting physical, social and academic needs of a wide spectrum of clientele was elemental to program planning.

Neighbourhood Schools Attraction

At times the philosophies of neighbourhood schools seemed indistinct, yet certain qualities emerged to attract and consolidate a viable population.

Belle Garden

The parents were attracted by the smallness of the school and felt an attachment to the community school concept. The school population was too small to meet budget requirements for French instruction. Even though the parents were interested in the French program, they opted not to move their children to a not distant French Immersion school.

Lotus Garden

The match between families and the school in terms of goals was demonstrated by both the school staff and the family. Both see high academic standing as crucial to success. There was a mutual supportiveness to the roles of parent and teacher. The parent saw the school as "getting down to basics" and the teacher viewed the family as serious about their child's academic success.

The family had moved from one area with a less-structured school program in order to achieve a dependable learning situation for the five-year-old and to improve the situation for an older child.

Sacaton Garden

This school wanted to attract students on the basis of its quality music and art program. It drew primarily from within its boundaries and the parents' decision to have children attend Sacaton was passive, a decision not to go elsewhere.

Walla Garden

The attraction of Walla Garden School to residents within and without the boundary had to do with the resources of the community. Situated in an affluent part of the city, the trend was for Walla families to work for an educational program in which their children learned to appreciate the business virtuosity of their parents. Money was raised by various projects for special programs, extra teaching aides, and updated equipment. Experimental programs were welcomed if convincing arguments had been presented to the community.

Poplar and Willow Haven

The Neighbourhood Schools-With-Care attracted parents either because of the care or simply due to the neighbourhood school benefits. The difference in perspective resulted in some dissension among parents. Those who were resident in the community pressured for community-supportive activities such as Christmas concerts. Those from beyond the immediate district required nurturance from the school. The school, because of its contact with a parent became part of the social support system for single parents and for families where both parents worked. To attract both types of families, the teachers and principals attempted to provide for community activities and parent support. To maintain the status quo, principals acted to quell the tension between those who thought they did too much volunteer work in the school and those who felt left out of the school and home network.

Summary of Neighbourhood Schools Observations

Delving beneath the generality of schools planning for needs-meeting, the observer noted that disciplinary expectations often were emphasized as the key to school philosophy. One principal noted that an understanding existed between himself and the parents that communication would take place at the time of a misdemeanor and a decision would be taken as to whether parent or principal would enforce disciplinary measures including corporal punishment. Another stated that he believed in the structure that rules give a school but that the teacher-student relationship was the appropriate level for individualizing which guidelines would be enforced. In one way or another, the three principals stressed that curriculum was teacher-directed, and that the homes in which firm guidance had been given caused fewer handling problems than those where a laissez-faire attitude existed.

The parents in these three cases reflected an accepting attitude toward the disciplinary techniques of the principal but did not seem to feel the existing degree of autocracy was necessary to maintain good control. The parents expressed some concern that principals did not interact with them personally, or with children, until problems arose.

Yet teachers in the three schools considered child-teacher relationship as separate from the global terms of the school philosophy. From the principal, "children have to be fairly well-behaved to be learning" - and "there has to be quietness to be listening." But from the teacher, "if a child wants to strike out, he does, then we talk together if there's a problem."

A constructive view was voiced by the teacher who's principal was concerned with a specific routine for corporal punishment. "Discipline does not have to be a focal point. Simply teach the child at the stage of learning he's at and he'll want to apply his energy productively." On the other hand, the philosophy of the community school which had expanded into a care facility seemed to have been translated into school atmosphere. Salutations were warm, halls were bright with children's work and the emphasis was on setting achievable goals. In Willow Haven school, the philosophy was to accept a child for what he was. The aim was to get to know children individually as persons and then help each child reach his/her potential. The study teacher at Willow Haven was very conscious of the consistent effort by existing staff to treat children as worthwhile beings.

In Poplar Haven, children were instructed to "learn to cope." Teachers were at an advantage because children who they found "difficult" were placed with another teacher, thereby helping teachers to cope. Children were divided into homogenous and teacher-matched groups for core subjects and electives, thereby ensuring that personality clashes between teachers and students need not occur. Parents in Willow Haven and Poplar Haven were not able to identify their school's philosophy, but in each case they were in favor of the effect on their children. Independently, the Willow Haven mother said, "I liked the caring attitude", while the Poplar Haven parent agreed with the school approach because his child was encouraged to accomplish what he thought was important.

To the researcher, the atmosphere of the school whose aim was "learn to cope" was formidable. Once a child was assessed as a member of a learning group, he was efficiently timetabled to have his/her learning need met. The focus seemed to be somewhat mechanical; identify difficulty, remediate and mainstream. Whereas the "accepting" philosophy of Willow Haven was translated into obvious individualizing of goals so that teachers were noticeably friendly and supportive. The teachers seemed to like each other as well. Unfortunately, it is difficult to separate the effects of home atmosphere on children from the school philosophy's effect on children. The Willow Haven child may have come to school expecting to succeed and feeling good about himself. Looking at the homes of Willow Haven students, the researcher noted that parents were academically inclined and their expectations for the offspring were individualized and extremely high. Parents sought activities and materials which extended their child's interests and, subsequently, their development. While Poplar Haven parents were concerned about whether the Department of Education was setting high enough standards and, in one case, particularly concerned about the lowering of standards from their own school experience to their child's schooling. While this worry was the focal point in the discussion, their availability for involvement at the school was limited by career demands and by commitments to home projects. The observer's view was that a carryover from home to school was occurring. Parents at Poplar Haven pressuring for remediation, parents at Willow Haven displaying acceptance of their children's individuality.

The Academic School Philosophy

The philosophy at the academic alternative schools was very clear cut.

Greenwood

At Greenwood Park the principal stated that the academic alternative classification of the attached junior high school had affected the elementary philosophy. The community parents who had worked to install an academic program in the junior high wanted the elementary experience to be a prerequisite for entry into the academic junior high. Since entrance to the junior high was on the basis of grade six marks, the emphasis was on academic proficiency. The philosophy stated that children would be involved in problem solving course work that would go beyond regurgitation of facts and even beyond linear problem solving. Language development would be directed at proficient oral and written expression. Student involvement in and responsibility for social and athletic events was expected. The teacher in this school and the parent were equally certain about the mandate.

Myrtlewood

The principal at the second academically oriented school viewed his school's philosophy in pragmatic terms. At present only 40% of students were from within school boundaries. Of the parents sending their children to Myrtlewood, the majority wanted the academic program at the junior high level, but also wanted community school qualities in the elementary school. Acting within the guidelines of the Board policy, he endeavored to provide programming for the divergent groups.

He did not enunciate a definite philosophy to teachers. Instead, as long as they were satisfying the parents of the children in their programs, the principal did not interfere with teachers. The teachers confirmed this non-interference policy and reflected on the apparent variety in teaching styles that existed within the school.

To the observer, the variety appeared to be circumscribed by an authoritarian manner on the part of the principal which contradicted his professed openness. One teacher explained, "I do not recognize a particular philosophy at work but I do feel that there is a line over which I would not dare to tread." She would try some child-directed activities but would keep a firm check on noise, movement, and amount of time scheduled for non-teacher directed activities. The office staff in the school as well, displayed a wariness with respect to communication with the principal.

One parent who had selected Myrtlewood had been especially delighted with the teacher, was supportive of the degree of teacher-direction, and was especially pleased that the school had "jumped on the French bandwagon". However, the other parent had opted for the French Immersion but felt misinformed about the school philosophy. She had understood that creativity was a major emphasis but has found that there is little "inventiveness" within the program. Giving a day a week to guide a dance and music session, she feels she can hardly be more involved in the program. At the time of the study, both she and her husband were considering other options. They did not want to give up the French however, and felt their options were limited.

One comment the parent made points out the cynicism of parents faced with selecting programs, "sticking in a school which is not challenging to the child at least teaches the child that life isn't always what they like."

Other Academic Program Selection Criteria

When a parent whose child was attending Greenwood, an academic alternative, re-examined her earlier choice of the Child Centre, she concluded that types of programs are age related. The openness that suited her child at age four seemed unchallenging at age five. The structure and learning objectives of Greenwood were related, in her view, to the maturing of the child.

In discussion, the researcher asked how the choice had been made. She advised that she had looked into four available programs. She had not liked the over-crowding in one school, the impersonal attitude in another. It came down to choosing Greenwood because of the academic record, the small classes and the social setting. The academic aspect was key, "That's what it's all about isn't it?", she queried.

As the interview progressed, several points were made about the effect of the highly competitive educational expectation placed on the child. As a five-year-old, she was expected to do homework daily. She was behind some of the other children, so both parents spent time with her. She enjoyed working with stories and arithmetic but it monopolized her days. Since she had begun to read while attending the Child Centre, the mother felt the child should go into the structured program. It appeared that the parents assumed only the structured academic program was able to meet her learning needs. The mother ended the interview by mentioning the satisfaction her child felt at accomplishing, of

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moving up on the chart when she read more books or completed more quizzes. A responsibility the mothers recognized was their need to watch for stress symptoms when homework was too heavy and to know when to communicate this effect to the teacher.

The case discussed illustrated the confusion that exists in parents' minds respecting priorization of values in selecting a school.

To want opportunities for creativity, but only after academic considerations, or to enrol a child in a tightly structured learning setting, but to favor egalitarian interaction in the parent-child relationship, represents some confusion of values. One mother and dad had wanted a five-year-old program similar to the Child Centre program. In fact they would have been happy to have the child at the Child Centre for the second year. However, children her age were, for the most part, moving to new programs. Their lack of confidence in their own judgement, reinforced by evidence of overwhelming agreement against staying in an exploratory setting by the other parents, resulted in their choosing a popular Alternate Program for their child.

Observations on Continuity from Child Centre in Selection of Programs

The choice of the Child Centre was made by the parents in the study group for their child's fourth year. The decision was made for a variety of reasons. A survey follows of the reasons and the results.

Belle Garden

Parents of the child attending this school had chosen the Child Centre because of the freedom and variety. They had become very conscious of the limiting effects of a regimented setting in the previous nursery school experience. However, at the point where a decision had to be made for the fifth year, the freedom of choice characteristic of the Child Centre no longer seemed the most important aspect. The school itself and the proximity became more significant.

The child was finding the structured situation hard to get used to but in the teachers eyes, he was "just a boy" and would settle down. The parents were optimistic about the advantages of a close, familiar school which he could safely walk to. They felt his progress would improve with time.

Lotus Garden

Having come from a different culture and speaking little English, the parent had investigated options for the child's fourth year educational experience and decided that the resources of the Child Centre would be amenable to aculturating the child. The child continued to be very withdrawn and consequently spent the year as an observer rather than as a participant. For the fifth year, the parents again investigated the possibilities, listened to other parents telling of their experiences and decided that a teacher-directed program was required. They believed this was more apt to ensure social contacts for developing language while also accomplishing their other educational objectives. The family's move to the immediate vicinity of the school allowed for easy access to school programs and community programs for the children, as well as ease in coming home for nutritious meals and maternal nurturance. The results were gratifying; the child's communication skills are steadily improving and she seems to be a good student.

Sacaton School

The choice of the Child Centre had been made on the basis of word of mouth advice from acquaintances. The freedom of choice and independent decision-making of the Child Centre was not repeated in the fifth year choice. The fifth year program had teacher-directed group learning with some time for independent activity. Both families were expecting their child to do well in the community school. The teacher noted that the structure of the program was satisfying to the children in her class. One child was concerned about when certain events were to take place. Once he had the routine in mind, his self-confidence increased. The teacher's conclusion was that the child required the stability of routines.

The neighbourhood school had been chosen as has been discussed in an earlier section for its proximity. The similarity of the two homes with the school in terms of setting organization, though not sought, was remarkable. Each mother organized the activity areas and the schedules of their children but planned for spontaneous play. The classroom setting aided the child's feeling of stability. Some relationships that existed between parent and child were echoed in the classroom teacher-pupil relationship. The adults were authoritative, but gently so.

Observations on Special Needs Program

The parents having children with special needs formed a cluster for discussion purposes. Autistic children under care of a speech therapist were directed to the Child Centre because of a grant allocation supporting an aide who would specifically work with autistic children. In addition, the Child Centre teacher at the time was receptive to instruction on handling special needs children. Supportive of the general thrust of this study, the autistic child's development was greatly improved when continuity existed from one program to the next.

When the child's first teacher left the Child Centre, a new teacher replaced her. The teacher had a more informal approach which altered the congruency from speech therapist to teacher. But while consistency played an integral part in the child's earlier progress, the separateness seemed to add a dimension that both the child and the parent appreciated. As long as the communication between adult and child, whether speech therapist, teacher or parent, had a familiar and consistent structure within each relationship, the differences would hopefully have no ill effect. As well, for both parent and child there were normalizing benefits acruing from the contacts at the Child Centre that would not have been possible had they only been in contact with the special needs school and the speech therapist. The progress slowed. The speech therapist blamed the lack of continuity between her program and the Child Centre approach.

The following year, when a placement in the special needs schools became available, the child moved to the new setting for part of the day. The materials and skilled therapists that were crucial to the child's improvement were the primary criteria in school selection. The cost to the mother in terms of stress escalated with this move. For her, the tutor role she had to adopt at the special school, under direct supervision of a therapist, was so structured that she felt continuously unmaternal and not comfortable. The long drive and the long day involved in the program were major contributors to frustration.

To the onlooker, the physical wear was taking a toll. The capacity of the individual to continue to be dedicated to a program in ways that were not comfortable to her was noteworthy. The question of whether a program design more compatible with the mother's communications style might have been equally or more effective remains unanswered.

The children involved in special needs programs provided a different aspect of parent involvement. The onus was on the parent to evaluate the possible programs for the best match. The other parents in the study felt a need, in many cases, to locate an education program to meet their needs knowing that program options were available. To the parent of a learning disabled child the choices for non-disabled children appeared as a luxury in the face of the short-staffed, multi-disciplined school that are available for children with special needs.

Observations on Neighbourhood School Issue

The neighbourhood school concept was still a vital educational entity. Some of the parents who were in a position to send their child to out-of-community programs specifically chose the neighbourhood school regardless of the programs offered, because primarily they valued the intrinsic worth of a child being part of the neighborhood social setting.

The intrusion of outside-the-boundary students into the fabric was viewed as disruptive since it forced school policy decisions to be separate from community activities. As well, lack of volunteering on the part of the outsiders was considered to be taking advantage of the neighbourhood mothers who were available to help in the school.

On the other hand, the outside-the-boundary parents often felt they were not welcome to participate on parent committees even if job and home pressures did not sap energy needed for out-of-home committee work.

Several parents bemoaned the lessening impact of the neighbourhood school as an integrating force in the communities. When cities are so impersonalized, the centering of the family's energies on the child's school activities was seen as a means of community involvement.

More than one family moved in order to be part of the community surrounding the school. The transportation to schools located away from communities in which people lived was sometimes so exhausting that either the idea of choosing a distinctive program was dropped or a move was made to be close to the school. The latter situation showed the importance to the parents of program choice, but a physical relocation of study participants always coincided with impermanence of previous dwelling. Long range planning regarding relocation to an area in close proximity to the program of the parent's choice also occurred. "We knew Lotus Garden had a good reputation so when we were house-hunting we kept the school location in mind," said one set of parents. Another said, the driving was taking a toll even though she was committed to the program in which she had enrolled her child. The solution might have been car pooling or relocation.

For families with younger children, transportation may turn out to be the greatest handicap to following through on the decision to attend a particular school. Parents involved in school activities enumerated the hours spent travelling between home and school and on other activities. Parents appeared to give up the right to undertake personally satisfying involvements outside of schools, so great was their commitment to and participation in their child's education.

Yet parents may be opting out of their own educating roles through the search for the perfect program. A thoughtful father remarked that while parents should be uspet if skill mastery is not achieved they should expect to provide enrichment activities in the family environment. He further commented that the desire by small pressure groups for too-specific a program may short-change a child's education.

ANALYSIS CONCLUSION

This chapter included the analysis of data from the questionnaire and introduced information arising from the interview sessions. The combination of research materials was used to profile the home and school setting to determine levels of congruency between a child's home and school setting.

Quantitative and qualitative information was presented separately and together. Qualitative data was used to complement the score findings. The qualitative material was also used to clarify uncertain numerical relationships.

The examination of the data has provided a view of the settings and an understanding of the selection process. In the chapter to follow, the results are summarized and inferences are drawn.

CHAPTER FIVE

CONCLUSION

INTRODUCTION

This chapter contains a summary of the study, a discussion of the outcome, and implications arising from the research.

SUMMARY OF THE STUDY

The literature search supported the notion that environmental continuity enhances the learning process. The research attempted to profile the settings in which children in the target population lived and attended school. The profile was comprised of quantitative and qualitative data. Information arising from questionnaires contributed quantitatively to the profiles. The questionnaires were completed by parents in the homes and by teachers and principals in the schools. Observations arising from the interview sessions in the home with parents and in the schools with principals and teachers extended the descriptive picture.

The questionnaire data contributed to an objective view of setting organization through its focus on access to materials, arrangement of space, patterning of routines, and complexity of materials. The interview sessions provided attitudinal impressions surrounding selection of a school program from available options.

Informative descriptions were completed for twenty-four triads and this information was compared with in-school and group clusters. The aim of the reseacher in gathering profile material was to discover if a match had occurred between the child's home and school in terms of the Seaver Instrument categories and/or the interview results. The determination of a match between the home and school would indicate that continuity from the home setting to the school setting can be predetermined using this instrument. The congruence of settings is beneficial to the child's learning potential barring anomalies.

When a match was not evident there were two possible reasons. One possibility was that the questionnaire had failed to isolate the environmental behaviour from one setting to another in a way in which they could be compared. The other possibility was that the questionnaire results suggesting a mismatch were representative of a real difference in perspective between the parent and the school personnel. In either situation, the understandings which arose from the interview and observation sessions clarified the match or mis-match projections of the questionnaire data.

The parent population in the study was chosen especially because of their history of involved decision-making regarding the placement of their children in previous pre-school learning situations. The quantitative and qualitative descriptive analysis of their selection of the kindergarten program, in terms of matches or mis-matches, indicates whether the criteria used by the parents was effective in choosing an appropriate school for their child.

The usefulness of the Seaver questionnaire in contributing substantially to developing setting profiles is determined by its degree of agreement with the observational data.

SUMMARY OF FINDINGS

Profiles Developed from Quantitative and Qualitative Data

The Seaver Instrument provided an objective view of the home and of the school which permitted the two settings to be compared. The Likert Scale with a four level response format determined a more generalized view of management of setting than did the interview session observations. However, the apparent closeness in scores among some participants belonging to a triad does not seem to uncover differences that would affect the learning situation. A case in point is the "Accord" Principal-Parent score coincidence in the Accessibility Category. Conversation with the principal indicated concern for order, and an apprehensive attitude regarding the Alternate Program's capacity to meet Board criteria, while also being sensitive to community criticism regarding the open nature of the program. On the other hand, discussion with the parent indicated she was committed to a child-centred program.

Conversely, the questionnaire was capable of revealing a propensity toward certain kinds of setting management behaviours. This tendency was particularly evident in the Accessibility Category, where study participants were able to identify their position. They either believed in adult control of materials or promoted access by children. The Stability Category, while causing some puzzlement over the intention of some questionnaire phrases, provided an indication of time-structuring in the home and school setting. Participants responded to the items in such a way as to support consistency in daily routines or impulsive decision-making. Observations of participants supported the view suggested by questionnnaire scores.

The items in the Configuration Category did pinpoint parental designation of space and their priorities in arranging areas to meet children's needs. The responses of teachers to these items varied very little from each other, although they noted a range of classroom arrangements.

The Complexity Category appeared to be a difficult area. Participants had difficulty in objectively gauging their own capacity to provide a challenging setting. The item "Play areas look like play areas" received many mid-range responses, somewhat accurate or inaccurate. This was symptomatic of other configuration responses, and may be attributed to the nature of the questions/wording used.

Each group of study participants, consisting of a Principal, Teacher and Parents, is a Triad. The term "dyad" has been used to refer to a principal or a teacher, and a parent. Congruence in scores projected from the home setting and school setting occurred in the following manner. There was a match among triad members in the Stability Category at one French Immersion School and at one Neighbourhood School. A match between the parent and either the teacher or the principal was found in another French Immersion triad, in three Alternate Program triads and in one Academic group. The Accessibility Category yielded two triad score matches in one Neighbourhood School. When one school participant and the parent of a triad were considered, dyad score congruency occurred in two French Immersion Schools, in one Academic Program, in two

Neighbourhood with Care Programs, and in three Alternate School Programs, of which one was approximating triad congruency.

The Configuration Dimension had congruency among scores in two Neighbourhood School triads. It showed dyad score congruency in one French Immersion triad and in one Alternate Program triad.

Scores were congruent on the Complexity scale for triads in two French Immersion Programs and in one Alternate Program. Near congruency occurred in two other French Immersion and in one Alternate Program. Dyad congruency was found in two Academic Programs and in one Care Program.

The most congruent or near congruent scores occur in the Neighbourhood School triads. The French Immersion Schools have the next highest level of congruency. Several program triads have congruency or near congruency in at least one category and all but four have dyad score congruency in at least one category.

CONTINUITY FROM HOME TO SCHOOL SETTING

Observations arising from the interview sessions sometimes identified continuity from home to school that questionnnaire data had not indicated. The number of triads whose members projected similar child management styles were thus higher than the number of home and school matches shown in the statistical data.

The middle-of-the-road neighbourhood schools were generally supported by the parents whose children attended. The home management style of some constraining and some enabling parenting behaviours blended with the mid-ranges of the Neighbourhood School.

The questionnaire scores were effective in pinpointing participants who were extremely different from other members of the triad. The mismatch was especially noticeable in the Accessibility and Stability dimensions of child management. Parents, whose perspective on time was transitory, were often out of step with the school situation. The inability of parents who thrive on spontaneity to appreciate repetitious learning formats was apparent in both the score and interview data.

SCHOOL SELECTION CRITERIA

The variability in matches, considering that the parent population had the opportunity to choose the program, shows that criteria used to select a school was not always reliable. However, sometimes the criteria were sufficient, suggesting that other considerations, besides setting, result in a satisfactory school choice.

Parents indicated that many factors were considered in school selection. The following considerations were mentioned, from most frequent to least frequent: school atmosphere; curriculum; special programs; academic proficiency; principal's attitude; good teaching; proximity; access to school personnel; behaviour expectations; safe route; homogenous clientele; equipment;

social class blend; religion; and cost. Many of the remarks relate to the content of the Seaver Environmental Setting Questionnaire.

It appears that to some extent environmental factors are considered by those parents whose scores coincide with the school scores but in an unplanned manner.

More coincidence in matching occurred by reason of narrow traditional expectations of the parent. This is indicated by the mid-range scores between the constraining and enabling extremes and as displayed by the attitudes of parents whose children attended the Neighbourhood Schools and the French Immersion Schools.

SEAVER INSTRUMENT AS A PREDICTOR OF CONTINUITY

The failure of the intensive parents to perceive a match or a mismatch between themselves and the optional programs their children attended suggests that an instrument such as the Seaver Instrument might have assisted them in achieving a match.

Parents who set out to create a learning situation for their children shaped to complement their own style have a greater possibility of attaining continuity in learning situations for their child. Such was the case of the Alternate Programs at Accord and Cosmos. But even with the parent involvement in the development of the program, a complete match cannot be assured for all.

The Accord parents' ideals, which the teacher could not totally satisfy, resulted in differences that surfaced in the scores. However, the difference was one of degree.

DETERMINING KEY FACTORS IN SCHOOL SELECTION

In most cases, the selection of the French Immersion Programs was a "narrow-active" type of choice. The parents have the second language as the uppermost criterion in choosing a school. However, the French Immersion Program is really a Neighbourhood School expanded to include language. The style that seems common to Neighbourhood Schools generally is also true of the French Immersion Schools. The range between enabling and constraining is particularly narrow. The pursuit of a finely defined philosophy, which would identify the objective of the school and make it unique, is displaced by maintenance of the status quo.

The principals chiefly administer the schools. Consequently the schools under their leadership may have programs which are inconsistent with their own philosophies. While Wapiti has three programs under one administration, the principal is most familiar with the aims of the Mainstream Program. The principal of Belle Garden has gathered the support of the community to ensure the survival of the school. His imprint on the character of the school is seen in the designation of budget priorities for a music program over a French program and in his behaviour expectations. At the conclusion of these particular principals' tenure, the influence on the school management is expected to change. The school's capacity to attract on the basis of the short-term appointments contributed to extremes in the variance between parents and school.

While parents frequently considered the principal's perspective as representative of the school, this was often misleading. The program and the teachers who conducted them were sometimes at variance from the school administration.

This was especially true in the Alternate Programs where the distinctiveness of the particular curriculum was contingent on the teacher and only partially expressed in the principal's responses. Parents who were aware of the program and the teacher were in a better position to predict their child's capacity to gain from the program than if they relied on principal input.

While the role of the principal continued to be administrative in the Neighbourhood School, the school's distinctiveness was attributed to his personna. Consequently, schools which had had principal changes were in the process of change toward the principal's priortization of values. Myrtlewood was becoming more competitive in achieving academic status. Sacaton was focusing on the performing arts. Forest Grange was becoming more responsive to the needs of the child, diverging from the dictatorial approach of the previous administration.

The existing character of communities was not so much ignored as guided toward a shift in emphasis. The Forest Grange community had been identified, even by the School Planning Department, as highly academically inclined. The shift to a concern for the child's welfare, on the part of the principal, was, by his admission, subject to the community's acceptance and reassurance that academic proficiency would remain a highly placed school value.

Other communities similarly expressed priorities that the school accommodated and to which the principal acceded. A case in point was the Walla Neighbourhood School, whose parent population wanted the school to prepare their child for success. The principal's aims for a quality language program were easily contained within the general mandate from the community.

The Neighbourhood Care Programs appealed because of the care aspect. Having set this as a school philosophy, they were able to maintain the approach within the classroom setting. Parents who chose the schools on this basis were not disappointed.

The polling of parent participants regarding optional choices showed that there was a concern about the demise of the Neighbourhood School. Parents typically noted that Neighbourhood Schools were a cohesive force in the neighbourhood. However, despite the loss of the school as a community focus, parents whose children attended schools of choice beyond their area, believed that satisfactory learning situations took precedence over other factors. Nevertheless, sacrifices in time spent travelling, and in redefining an out-of-community focus, were considered a costly accommodation to optional program selection.

The triads whose profiles displayed a singularity of perspective projected a positive outlook about education. The more involved parents become in the school selection process, the more supportive they are of their child's effort and the school's activities.

The range of options throughout the system provided an opportunity for parents to look beyond the neighbourhood school if they were inclined toward a specific kind of education for their child.

Criteria for evaluating the options were primarily confined to curriculum concerns. The parents, who were committed to second language immersion, only considered schools which had language programs. Parents who were dissatisfied with mainstream programs examined both second language Immersion Programs and Alternate Programs. Of the latter, only those who favoured Alternate Programs considered the teaching methods more worthy of consideration than the second language advantage. Those study participants who were dissatisfied with the quality of education and had high academic goals for their child opted for the Academic Alternate Program. Parents, who identified strongly with community and had projected personally held educational goals to the school, remained loyal proponents of the Neighbourhood School. Some of these parents saw the school as an extension of their own efforts to achieve appropriate education for their children and acted from a proprietorial position. They acted in concert with other parents to press for mutually held beliefs. Their clout as a verbal, committed bloc was a force with which principals had to contend. The principals' accommodation to, and guidance of, the group, resulted in school perspectives which the communities accepted as functional to their aims.

When parents primary concern was about care for their child, schools with appropriate facilities limited their choice. But even with a limited number of schools, parents did have a choice and curriculum content was still an important feature. The quality of the personnel and the philosophy, however, became crucial.

Parents who selected the Neighbourhood School or a school in close proximity, because of insufficient motivation to investigate school possibilities, account for 16%, or 4 out of 25 of the parent population. Three families appear nearly matched to the nearby school while one appears as widely discrepant to the school the child attends.

Of the twenty-five families, twenty had deliberated about school selection and seven of the total had serious doubts about their choice. Of those who were dubious, three had children who were performing in mediocre manner according to parents. The remaining four parents, of which not all were part of matched score triads, claimed their children were having some success and some disappointment, but none of them felt the need to make school changes, at least during their child's elementary school experience.

The enthusiasm of the parents who were instrumental in organizing programs at the school level was equally fruitful in the home setting. Their intensity about parenting showed in their attention to child-focused materials and variety of materials. It was evident in the activities that parents planned to involve their children. Descriptions of conversations indicated that language was encouraged as well. The homes varied in setting style, even among the intensive parents, but the determination to mobilize parents and school program planners to work for equitable program funding was the same.

The questionnaire assisted in creating a profile. The interview sessions rounded out the profile. The range of optional programs available have not been chosen in a manner that guarantees a match between settings. The acceptance of the incongruence between settings may result in a loss of satisfaction for the parents and/or the child, as shown by some of the study participants. They may, as did some study subjects, attempt to adapt to the school, but still develop a dissonance and possibly overt dissatisfaction. The findings indicate that profiling creates an awareness on the part of the parent of how parenting strategies in the home can be assessed and used as a comparative tool in the search for an appropriate learning setting.

STUDY IMPLICATIONS

The Seaver Instrument has the capacity to identify some trends in setting management. Parents, applying the questionnaire to their own setting, would have a view of the dynamic dimensions that affect their child. The manner in which the child accesses home material conditions the child to expect similar access rules elsewhere. The definition of areas for different aspects of family activity trains the child for similar use of space in other settings. The type of time structuring in the home becomes the expected format. Continuity eases the child into an out-of-home learning setting in such a manner as to give a set of expectations for handling new situations confidently.

The rationale that setting matching assists learning assumes that the parents' control characteristics exhibited in the home environment are also represented in their self-impression of the setting. Otherwise, the relationship of the setting profile to a projected matched-school-setting may satisfy the parents without reflecting the environmental effects of the home setting on the child. Parents require an objective view of what they do in home management for the profile to accurately reflect the environmental effect on the child. The availability of the Instrument as a tool for predetermining criteria in school setting selections would assist parents to understand their own home dynamics.

The area of parent initiative in creating a school program can be described as parent-centred. The possibility that the child's needs are not inherently connected to the parent's vision of an ideal program underscores the need for parent counselling. The parents' criteria for evaluating program benefits should prioritize the learning benefits to the child.

Parents require information regarding the make-up of schools and their programs. As well, a method is needed for surveying existing programs to ascertain how the philosophy of the school is applied. Neither an interview with the principal nor the scrutiny of the printed philosophical objectives will provide an incisive and comprehensive view of the school reality. However, Seaver based profiles, accessible through School Board Program Planning, might be a useful survey from which parents could locate schools appropriate to their child's needs.

When a child benefits despite a school setting being at variance from the home, his/her performance may illustrate a fit of teachers and school methods with the child's learning modes. For example, the child may experience substantive and concrete opportunities not available in the home. Consideration in applying the concept of continuity must therefore be tempered with the awareness of learning and development requirements. The assumption of positive continuity affects depends on parenting adequacy. Identification of inadequacy in a particular dimension through home setting profiling could lead to amelioration of the condition through placement in a compensatory school setting.

Likewise, even when settings match and continuity prevails from home setting to school setting, the possibility exists that children's learning will be adversely affected by other factors.

French Immersion parents in the study frequently supported the sequential structured approach to learning and commented disparagingly about the "pointless" exploratory play sessions. As a consequence, the teacher structured the play sessions, resulting in parent support. Having a commitment to structure in this instance matched the school setting to the home attitudes and presumably setting. The benefit of continuity can be obtained through adjustment of the school setting. The resultant parental acceptance can have the effect of adding to the child's potential for success. Such situations serve to indicate that schools or programs can be altered to fit the attitudes of the community through an orderly assessment of community values.

Counselling parents as to the available options within the system would assist parents in planning their child's education. It would be similarly beneficial to provide visiting days to classrooms. The study parents felt that a visit during regular classroom procedures would have been a way of judging their child's potential ease in the situation.

The Seaver Instrument could be used as a tool in the counselling process. The ease with which a Program Selection Counsellor could present a questionnaire, related to two setting dimensions, would be of significant practical importance. A useful simplification might make use of the Accessibility or Stability Categories, where their focus is on parent-children interaction, as an indication of setting qualities.

RECOMMENDATIONS

While the Seaver Instrument proved to be a useful instrument, there are some aspects which, if altered, would increase its worth. Several suggested changes are noted below.

The survey value of the Seaver Instrument would be increased if the controlling to enabling range in the four dimensions of setting management were not labelled negative to positive. Throughout the research, care had always to be exercised in protecting the non-judgemental character of the scale. A range of behaviour from highly structured to permissive could be designated by an expanded Likert Choice format.

Items in the Seaver Instrument contribute to developing a reliable profile of the home. The picture that is derived of the classroom is less accurate. The inclusion of items more representative of kindergarten programs, yet maintaining a parallel to home activities, would improve the relevancy.

Some items are misleading, especially in the time management category of Stability. Clarity of these items could also be improved upon.

Despite the desirability of matching settings, the reality of setting mismatch occurs because schools are chosen on a narrow criteria basis. This results in children having to cope with changes in the setting, diverting energy from the learning situation. The adaptation may in itself, however, provide learning that broadens the child's capacity to deal with the outside world. The father of the child in the Academic Program, who was disappointed in the program, nevertheless felt that making a success of a less-than-perfect situation provided a broadening experience.

The application of the Seaver Instrument, or one like it, to parents prior to their child's school entry, could prevent costly corrective measures in the event their child might otherwise experience learning difficulty. The home setting profile could be a method of determining whether a setting mismatch was likely to occur, complicating the learning difficulty. In this case, it could then be used to ascertain a more appropriate school setting. As well, parents experiencing a great deal of difficulty in making choices for their child's school placement might find the setting profile helpful.

The establishment of community school committees to develop philosophy which reflects community values and encompasses school objectives might have the effect of extending the viability of community schools. The result might also tend to bolster uniqueness of community schools, making the profile of such a school definable.

This research in the area of school selection underscores the interest that parents have in education for their children. The parents who followed only one criterion in selection procedures were aroused by the aims of the study.

However, some skepticism was displayed by parents who had conscientiously sought an appropriate situation among the various school options. They were not convinced that the message from parents regarding educational values was given credence. Since parents are the Education System Clients, their presence in school planning is crucial. The active roles of the Alternate and French Immersion parents, and the resultant inauguration of programs, augers well for parent persistence.

FURTHER STUDY SUGGESTIONS

Optional programs with distinctive characteristics, such as second language instruction, have developed from the organized lobbying efforts of parents. The findings of this study, and an endorsement of the Seaver Research, would indicate the advisability of creating prototype programs which clearly represent setting management styles. Research supports the educational value of continuity and acknowledges the existence of equally motivating low controlling to high controlling home environments. Programs focused on characteristics represented by Baumrind's (1966) democratic, authoritarian and autocratic models would provide a means of matching schools with home styles. Such programs could elicit students from homes of matched settings and like educational perspectives. The relative success of the pupil population could be assessed through comparison with the random placement of children which generally occurs.

The Seaver Instrument acts as a predictor of management styles in the home and school setting. Pupils, for whom efforts of school selection are made, received no direct attention. Information regarding their school success in this study was gleaned from interviews with members of the research triads, specifically the child's parents, principal and teacher. It would be advisable to conduct research in which the home profile and school profile were assessed for continuity as in the study, but additionally compared to some verifiable measure of the child's success.

Continuity from home to school has been shown as an asset to the child's educational progress, assuming the existence of a positive home environment. However, research into the restorative effects of programs which provide compensatory assistance to a child and to the parents could be accomplished through the identification of parenting inadequacies. Home profiles using a survey instrument such as the Seaver Questionnaire, whose items do not suggest socially acceptable responses, could profile discrepant areas of home management for purposes of counselling.

CONCLUDING STATEMENT

Parents have a stake in education which education systems can acknowledge or ignore. When systems such as the Edmonton Public School Board perceive a mutual benefit in working with parents to maintain a viable comprehensive system, public education is served. The umbrella policy, of maintaining optional programs which do not become a financial burden but do meet the scrutiny of performance criteria, prevents fragmentation of the public system.

When systems ignore the educational needs of determined parent groups, the possibility exists that rather than compromising their objectives, they will seek private school status. If a voucher system is implemented, in which parents are able to designate the school and consequently the system to which educational funds per child will be directed, Government funding for private schools may increase.

Public Systems have the administrative organization and funding capacity to effectively meet educational needs in a creative manner. The onus is on parents to pursue the course of action which results in effective schooling for their children. By definition, parents must become cognizant of what will be effective schooling for their child. Educators have an opportunity to provide early guidance, including such a service as "home environment profiling".

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APPENDIX I

INTERVIEW WITH ROGER PALMER, DIRECTOR PROGRAM PLANNING

School Board Administrators have been moving in the direction of options within the school system since 1972.

The first program was inspired by parent pressure under the name 'Caraway'. The receptivity to alternatives resulted from the awareness that without maintaining control, alternative programs would direct students and funding away from public board control. The desire to move toward a system of options was felt by administrators from the superintendent to program planners.

They were concerned about the Provincial Governments affective direction of funds which supported free enterprise in education as well as in business. Providing 85% of private school costs threatens public schools traditional control over the education dollar.

Out of the Public Boards deliberations regarding options came the realization that pressures for different kinds of programs was an indication of differences in outlook. Some feel the need for externally imposed discipline and some for internally imposed discipline. Some have the need for structured learning and some for exploratory discovery.

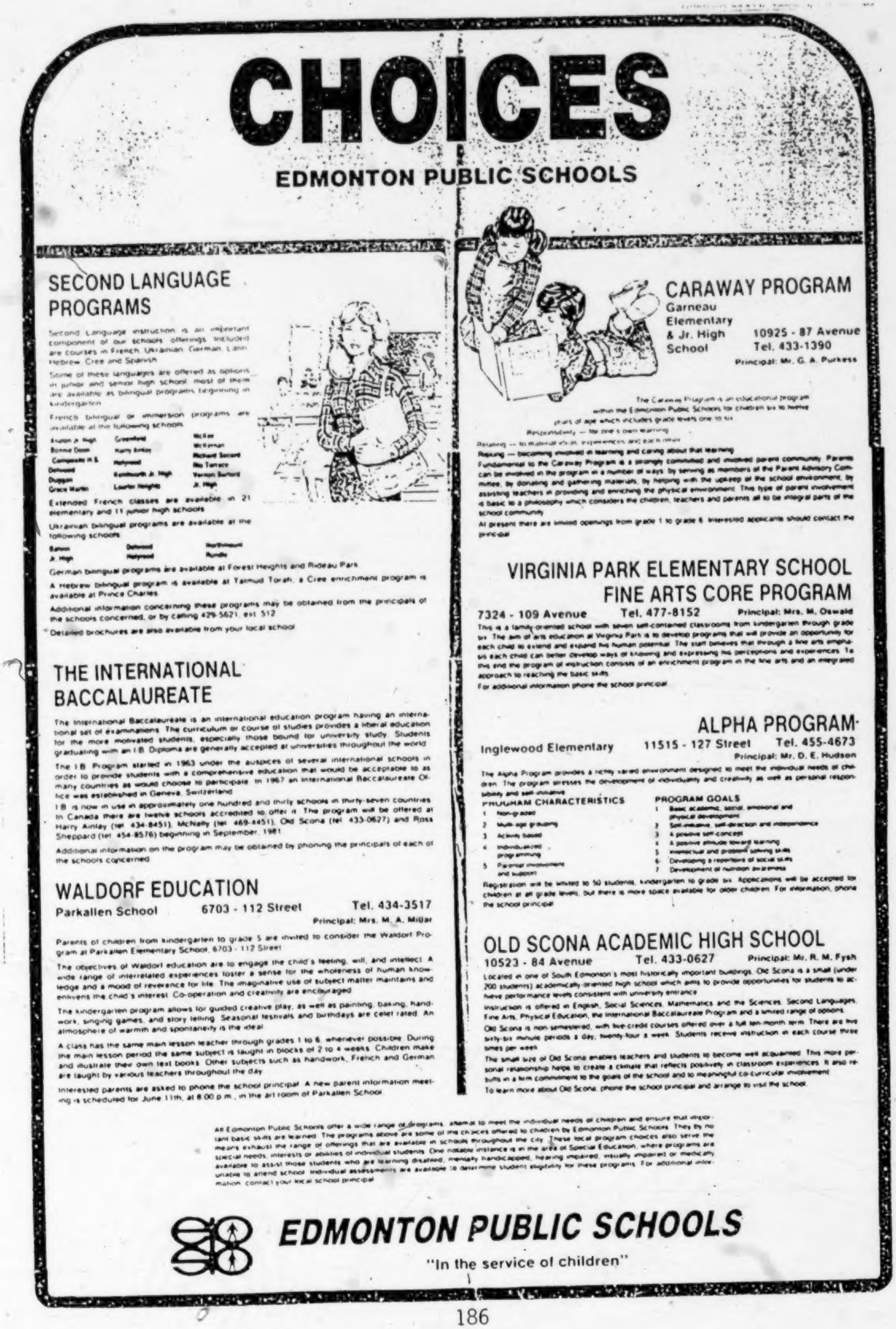
To maintain control, the Board concluded that a set of criteria and academic objectives should be established. The creation of evaluation procedures were put in place which show the strengths of children's learning. There has to be a set of school leaving marks which show that objectives have been met. These in place throughout the school system protect school performance levels no matter what optional programs are co-existing.

Schools with optional programs gain the most success by word of mouth advertising. As new programs arise, the awareness that neighborhood schools also serve a function especially in those neighborhoods in which parents have not complained about the school system governs Board supportiveness for neighbourhood school programs.

Optional programs have been created in some areas more than in others. Some communities and others seem to gravitate to the area confirming the trend. In Edmonton, the south west corner has the image of high achievement and the schools reflect this.

The concerns the general public have concerning optional programs are generally unfounded. Usually there are trade-offs in budgeting. Monies flowing in for funding optional programs reduce the debit of reduced funding for regular programming. Busing does cost and is a problem usually costed to the individual user unless a grant is available.

Appendix II



CHOICES

EDMONTON PUBLIC SCHOOLS

SECOND LANGUAGE PROGRAMS

Second Language instruction is an important component of our schools' offerings. Included are courses in French, Ukrainian, German, Latin, Hebrew, Cree and Spanish.

Some of these languages are offered as options in junior and senior high school; most of them are available as bilingual programs beginning in kindergarten.

French bilingual or immersion programs are available at the following schools:

Avalon Jr. High
Bonnie Doon Composite H.S.
Delwood
Duggan
Grace Martin
Greenfield
Harry Ainlay
Holyrood
Kenilworth Jr. High
Laurier Heights
McKee
McKernan
Richard Secord
Rio Terrace
Vernon Barford Jr. High

Extended French classes are available in 21 elementary and 11 junior high schools.

Ukrainian bilingual programs are available at the following schools:

Balwin Jr. High
Delwood
Holyrood
Northmount
Rundle

German bilingual programs are available at Forest Heights and Rideau Park.

A Hebrew bilingual program is available at Talmud Torah, a Cree enrichment program is available at Prince Charles.

Additional information concerning these programs may be obtained from the principals of the schools concerned, or by calling 429-5621, ext. 512.

Detailed brochures are also available from your local school.

THE INTERNATIONAL BACCALAUREATE

The International Baccalaureate is an international education program having an international set of examinations. The curriculum or course of studies provides a liberal education for the more motivated students, especially those bound for university study. Students graduating with an I.B. Diploma are generally accepted at universities throughout the world.

The I.B. Program started in 1963 under the auspices of several international schools in order to provide students with a comprehensive education that would be acceptable to as many countries as would choose to participate. In 1967 an International Baccalaureate Office was established in Geneva, Switzerland.

I.B. is now in use in approximately one hundred and thirty schools in thirty-seven countries. In Canada there are twelve schools accredited to offer it. The program will be offered at Harry Ainlay (tel. 434-8451), McNally (tel. 469-4451), Old Scona (tel. 433-0627) and Ross Sheppard (tel. 454-8576) beginning in September, 1981.

Additional information on the program may be obtained by phoning the principals of each of the schools concerned.

WALDORF EDUCATION

Parkallen School **6703 - 112 Street** **Tel. 434-3517**
Principal: Mrs. M. A. Millar

Parents of children from kindergarten to grade 5 are invited to consider the Waldorf Program at Parkallen Elementary School, 6703 - 112 Street.

The objectives of Waldorf education are to engage the child's feeling, will, and intellect. A wide range of interrelated experiences foster a sense for the wholeness of human knowledge and a mood of reverence for life. The imaginative use of subject matter maintains and enlivens the child's interest. Co-operation and creativity are encouraged.

The kindergarten program allows for guided creative play, as well as painting, baking, handwork, singing games, and story telling. Seasonal festivals and birthdays are celebrated. An atmosphere of warmth and spontaneity is the ideal.

A class has the same main lesson teacher through grades 1 to 6, whenever possible. During the main lesson period the same subject is taught in blocks of 2 to 4 weeks. Children make and illustrate their own text books. Other subjects such as handwork, French and German are taught by various teachers throughout the day.

Interested parents are asked to phone the school principal. A new parent information meeting is scheduled for June 11th, at 8:00 p.m., in the art room of Parkallen School.

CARAWAY PROGRAM

Garneau
Elementary
& Jr. High
School
10925 - 87 Avenue
Tel. 433-1390
Principal: Mr. G. A. Purkess

The Caraway Program is an educational program within the Edmonton Public Schools for children six to twelve years of age which includes grade levels one to six.

Responsibility — for one's own learning

[illegible] — to material [illegible] experiences and each other

[illegible] — becoming involved in learning and caring about that learning

Fundamental to the Caraway Program is a strongly committed and involved parent community. Parents can be involved in the program in a number of ways: by serving as members of the Parent Advisory Committee, by donating and gathering materials, by helping with the upkeep of the school environment, by assisting teachers in providing and enriching the physical environment. This type of parent involvement is basic to a philosophy which considers the children, teachers and parents all to be integral parts of the school community.

At present there are limited openings from grade 1 to grade 6. Interested applicants should contact the principal.

VIRGINIA PARK ELEMENTARY SCHOOL FINE ARTS CORE PROGRAM

7324 - 109 Avenue **Tel. 477-8152** **Principal: Mrs. M. Oswald**

This is a family-oriented school with seven self-contained classrooms from kindergarten through grade six. The aim of arts education at Virginia Park is to develop programs that will provide an opportunity for each child to extend and expand his human potential. The staff believes that through a fine arts emphasis each child can better develop ways of knowing and expressing his perceptions and experiences. To this end the program of instruction consists of an enrichment program in the fine arts and an integrated approach to reaching the basic skills.

For additional information phone the school principal.

ALPHA PROGRAM

Inglewood Elementary **11515 - 127 Street** **Tel. 455-4673**
Principal: Mr. D. E. Hudson

The Alpha Program provides a richly varied environment designed to meet the individual needs of children. The program stresses the development of individuality and creativity as well as personal responsibility and self-initiative.

PROGRAM CHARACTERISTICS

1. Non-graded
2. Multi-age grouping
3. Activity based
4. Individualized programming
5. Parental involvement and support

PROGRAM GOALS

1. Basic academic, social, emotional and physical development
2. Self-initiative, self-direction and independence
3. A positive self-concept
4. A positive attitude toward learning
5. Intellectual and problem solving skills
6. Developing a repertoire of social skills
7. Development of nutrition awareness

Registration will be limited to 50 students, kindergarten to grade six. Applications will be accepted for children at all grade levels, but there is more space available for older children. For information, phone the school principal.

OLD SCONA ACADEMIC HIGH SCHOOL

10523 - 84 Avenue **Tel. 433-0627** **Principal: Mr. R. M. Fysh**

Located in one of South Edmonton's most historically important buildings, Old Scona is a small (under 200 students) academically-oriented high school which aims to provide opportunities for students to achieve performance levels consistent with university entrance.

Instruction is offered in English, Social Sciences, Mathematics and the Sciences, Second Languages, Fine Arts, Physical Education, the International Baccalaureate Program and a limited range of options.

Old Scona is non-semestered, with five-credit courses offered over a full ten-month term. There are five sixty-six minute periods a day, twenty-four a week. Students receive instruction in each course three times per week.

The small size of Old Scona enables teachers and students to become well acquainted. This more personal relationship helps to create a climate that reflects positively in classroom experiences. It also results in a firm commitment to the goals of the school and to meaningful co-curricular involvement.

To learn more about Old Scona, phone the school principal and arrange to visit the school.

All Edmonton Public Schools offer a wide range of programs, attempt to meet the individual needs of children and ensure that important basic skills are learned. The programs above are some of the choices offered to children by Edmonton Public Schools. They by no means exhaust the range of offerings that are available in schools throughout the city. These local program choices also serve the special needs, interests or abilities of individual students. One notable instance is in the area of Special Education, where programs are available to assist those students who are learning disabled, mentally handicapped, hearing impaired, visually impaired or medically unable to attend school. Individual assessments are available to determine student eligibility for these programs. For additional information, contact your local school principal.

EDMONTON PUBLIC SCHOOLS

"In the service of children"

Appendix III

EDMONTON PUBLIC SCHOOLS

BOARD OF TRUSTEES

March 26, 1981

Mr. W. A. Kiffiak
School Liaison Officer
Division of Field Services
The University of Alberta
Edmonton, Alberta
T6G 2G5

Dear Mr. Kiffiak:

Re: University of Alberta Research Request - Interrelationship of Home Settings and School Selection - Lorene Everett-Turner and Anne Hamman

The above research request has been approved on a permissive basis following examination by our department. The principals of the schools identified in the request have agreed to participate in the project. The requestor should now contact these principals to obtain final approval and to make the necessary arrangements. I have indicated on the attached request form several corrections to the teacher's names which the requestor should note.

We would appreciate receiving a copy of the results of the study when they are available.

Sincerely,

Gaynor Steedsman

Gaynor Steedsman
Research Assistant
Research/Liaison Branch

GS/sm
Attach.

cc:Principals

Appendix IV

DEPARTMENT OF ELEMENTARY EDUCATION

FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

I would like to ask your help in a study I am undertaking which assumes a positive link between effective home influences and appropriately related school experiences. As a graduate student in Early Childhood Education, and in order to meet the requirements for a master's degree, I plan to replicate the Seaver Study undertaken at Penn State University. I am working under the advisorship of Professor Lorene Everett-Turner. With her approval as director of the University Child Centre, I invite you and your child to participate in this project.

The essence of the Seaver Theory is that components of the home environment are indicators of the kind of school environment which best meets the child's style of learning. Since Edmonton provides some choice in alternate schooling, parents are able to choose, to a limited degree, the program that appears relevant for their child. Through observing both the child's home and classroom environment, the possible relatedness of certain factors contributory to a style of learning will theoretically surface for perusal. This might conceiveably lead to the establishment of guidelines for other parents choosing a school program for their child.

During the past few years, many parents who have had children in the Child Centre, have shown an interest in alternate schools. Consequently, this group appears to be a most appropriate one with whom to carry out this study. I have specifically chosen the 1979-80 Child Centre class as subjects for this study.

The study would involve a small amount of time on the part of the parents in order to fill out the Seaver Home Environment Questionnaire and to take part in a short follow-up interview. I would arrange a time convenient for the participants. As there are only sixteen families involved in each class, everyone's participation is important for the success of this project.

I will be telephoning you regarding your involvement. If you have any questions pertaining to the study, I can be reached at 459-6803 in the evening or at 432-5090 during the day. Professor Everett-Turner may also be contacted in this regard at 432-5428 during the day.

I look forward to meeting with you. Trusting you will be willing to participate in this project, I remain,

Yours sincerely,
Anne Hamman
Graduate Student
A M Hamman

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APPENDIX V

INTERVIEW PROTOCOL

Questions for Interviews

Principal of School:

1. Is there a stated school philosophy?

2. Considering your school philosophy, how would you see it operating in K-3?

3. Do teachers follow a similar teaching philosophy throughout the school?

4. In the following scenarios, what response would you like from K-3 teachers in your school?

   "The class is in the midst of a unit on the Inuit, when a child returns from a holiday in Hawaii."

   "A child re-enters the classroom after recess using a loud voice and moving quickly around the room."

5. Where do you see your school on the continuum of child-directed to teacher-directed learning?

6. What role do you see parents playing in the fabric of the school - socially, academically, physically?

7. What are your views on alternative schools?

Teacher of Child in the Study:

1. Is there a school philosophy?

2. How does it affect what you do in your classroom?

3. How does the philosophy of the school seem to fit with the verbalized goals of the parent?

4. Thinking back to the beginning of the school year, how did subject cope coming from a different program into this program? Was the transition easy for the child? Is there some indication now that the child has or has not adapted to classroom routines?

5. Are you familiar with the Child Centre program? How does your program differ or resemble that approach?

6. Do you see child's home situation (ie. parents) having similar learning expectations or different expectations as yourself? Is the similarity, if it exists, useful? Do you think differing perspectives or educational goals in the home and school are counterproductive or irrelevant?

7. Do you favor parent input into the school program?

8. Do you feel schools should evolve independently of public pressure or be responsive to current demands?

Questions for the Parent

1. What school does your child attend at present?

2. What circumstances or reasons contributed to the choice of school?

3. What long-term school choices will you make?

4. Do you favor the concept of neighbourhood school over alternative schools or vice-versa?

5. Does your own school experience influence your expectations for your child's education?

6. Have you been influenced by your friends' choices, media coverage of educational issues or by what seems appropriate for your own child?

7. Are you aware of a philosophy operating in your child's school?

8. What parent input occurs at the school? Do parents become involved in extra-curricular activities or curriculum planning?

9. To what extent should a school represent the views of the school community?

Appendix VI-I

Environmental Setting Questionnaire (Home)

Key: 1 – very inaccurate description of my home
2 – somewhat inaccurate description of my home
3 – somewhat accurate description of my home
4 – very accurate description of my home

* *

1. 1 2 3 4 Play activities change every day.
2. 1 2 3 4 High shelves are used to keep toys out of reach.
3. 1 2 3 4 Children have to play around tables and chairs.
4. 1 2 3 4 Play activities vary in difficulty.
5. 1 2 3 4 Children move from one activity to another without being told.
6. 1 2 3 4 Children's play is frequently interrupted by adults.
7. 1 2 3 4 Open space is available for indoors active play.
8. 1 2 3 4 Children can touch anything in a room.
9. 1 2 3 4 Toys and equipment are permanently set up in some areas.
10. 1 2 3 4 When starting an activity, children know what to do first.
11. 1 2 3 4 Children rush around from one play area to another.
12. 1 2 3 4 Each toy has a special game that is played with it.
13. 1 2 3 4 Areas may be off-limits for children's play.
14. 1 2 3 4 Numerous materials and activities are available for children to use at all times.
15. 1 2 3 4 Children talk a lot during activities.
16. 1 2 3 4 Children receive clear directions about using toys and materials.
17. 1 2 3 4 Sometimes there isn't enough time to get buttons, zippers and snaps fastened before children leave.
18. 1 2 3 4 Children know where to find materials and toys.
19. 1 2 3 4 Play areas are small and compact.
20. 1 2 3 4 Children attach names to different play areas.
21. 1 2 3 4 No limits are set on what a child can do with a toy or play material.
22. 1 2 3 4 Adults guide children's activities very closely.

23. 1 2 3 4 Children do the best they can with difficult tasks.

24. 1 2 3 4 Play is uninterrupted for long periods.

25. 1 2 3 4 Daily routines vary greatly from day to day.

26. 1 2 3 4 Favorite or familiar activities are repeated often.

27. 1 2 3 4 Other people use the places where children play.

28. 1 2 3 4 Special furniture is available for activities like sand play or water play.

29. 1 2 3 4 Activities just happen.

30. 1 2 3 4 The same activity may extend for several days.

31. 1 2 3 4 Harmful substances are absolutely beyond the reach of children.

32. 1 2 3 4 Activities sometimes spill over into other places besides play areas.

33. 1 2 3 4 Children recognize when an activity is about to end.

34. 1 2 3 4 Specific directions are given before a child uses new toys or materials.

35. 1 2 3 4 Paints are available for children to use whenever they want.

36. 1 2 3 4 Children have places where they can leave toys out.

37. 1 2 3 4 Children can do whatever they think of at the moment.

38. 1 2 3 4 Children have to know how to play with a toy before then can use it.

39. 1 2 3 4 Gates or closed doors are used to keep children out of some areas.

40. 1 2 3 4 Children play in the same areas where adults work.

41. 1 2 3 4 Holidays are about the only events which cause changes in the child's routine.

42. 1 2 3 4 Toys and games are somewhat complicated.

43. 1 2 3 4 Many toys and materials are used during one activity or play time.

44. 1 2 3 4 Children play in a special playroom.

45. 1 2 3 4 New toys or activities appear frequently.

46. 1 2 3 4 Children invent many games for the same material or toy.

47. 1 2 3 4 Some toys and activities are reserved for special occasions.

48. 1 2 3 4 Toys get in the way of adult activities.

49. 1 2 3 4 Children are surprised frequently by activities.

50. 1 2 3 4 Child has toys and materials which are easy for her to manage.

51. 1 2 3 4 Play areas can be used only if supervised by adults.

52. 1 2 3 4 Many games and activities require only one child.

53. 1 2 3 4 Children have chairs which are sized for them.

54. 1 2 3 4 Children use different games and toys in the course of a day.

55. 1 2 3 4 Adults may need to tell children to move their activities.

56. 1 2 3 4 Play activity areas are defined by furniture arrangement.

57. 1 2 3 4 Children never know what they are going to do next.

58. 1 2 3 4 Adults help children with difficult tasks.

59. 1 2 3 4 Toys may be removed from play areas for periods of time.

60. 1 2 3 4 Quiet and noisy activities occur in the same place.

61. 1 2 3 4 Children usually have enough time to put on their own coats.

62. 1 2 3 4 Play periods end before children get restless.

63. 1 2 3 4 Children are encouraged to experiment with toys and materials.

64. 1 2 3 4 Adult-sized furniture is adapted for children's use.

65. 1 2 3 4 Children play in areas which are used for other things.

66. 1 2 3 4 Children ask about what is going to happen next.

67. 1 2 3 4 Materials and toys are kept in the same places every day.

68. 1 2 3 4 Play activities are challenging for the child.

69. 1 2 3 4 Play materials are sometimes used in unplanned ways.

70. 1 2 3 4 Adults need to get out some materials or toys for children.

71. 1 2 3 4 The same area is used by children for lots of different activities.

72. 1 2 3 4 Play areas look like play areas.

73. 1 2 3 4 Children select their own play materials.

74. 1 2 3 4 Children often complete an activity which an adult has started for them.

75. 1 2 3 4 Changes in routine are infrequent.

76. 1 2 3 4 Activities are selected so that they will not be too difficult.

77. 1 2 3 4 When one activity ends, children usually know what to expect next.

78. 1 2 3 4 Children can reach some things that would hurt them; but they know better than to try.

79. 1 2 3 4 Children have plenty of time to get involved in activities.

80. 1 2 3 4 Play space is large enough to accommodate the toys children have.

81. 1 2 3 4 Play areas are used only by children for play.

82. 1 2 3 4 Child can find materials to suit any activity he wishes to play.

83. 1 2 3 4 Children have plenty of space for activities.

Appendix VI-2

Environmental Setting Questionnaire (Classroom)

Key: 1 — very inaccurate description of my classroom
2 — somewhat inaccurate description of my classroom
3 — somewhat accurate description of my classroom
4 — very accurate description of my classroom

* *

1. 1 2 3 4 High shelves are used to keep toys out of reach.
2. 1 2 3 4 Children have to play around tables and chairs.
3. 1 2 3 4 Holidays are about the only events which cause changes in the child's routine.
4. 1 2 3 4 Children can touch anything in a room.
5. 1 2 3 4 Toys and equipment are permanently set up in some areas.
6. 1 2 3 4 When starting an activity, children know what to do first.
7. 1 2 3 4 Children rush around from one play area to another.
8. 1 2 3 4 Each toy has a special game that is played with it.
9. 1 2 3 4 Areas may be off-limits for children's play.
10. 1 2 3 4 Numerous materials and activities are available for children to use at all times.
11. 1 2 3 4 Children receive clear directions about using toys and materials.
12. 1 2 3 4 Sometimes there isn't enough time to get buttons, zippers and snaps fastened before children leave.
13. 1 2 3 4 Play areas are small and compact.
14. 1 2 3 4 No limits are set on what a child can do with a toy or play material.
15. 1 2 3 4 Adults guide children's activities very closely.
16. 1 2 3 4 Children do the best they can with difficult tasks.
17. 1 2 3 4 Daily routines vary greatly from day to day.
18. 1 2 3 4 Other people use the places where children play.
19. 1 2 3 4 Children recognize when an activity is about to end.
20. 1 2 3 4 Specific directions are given before a child uses new toys or materials.
21. 1 2 3 4 Paints are available for children to use whenever they want.

22. 1 2 3 4 Children have to know how to play with a toy before they can use it.

23. 1 2 3 4 Gates or closed doors are used to keep children out of some places.

24. 1 2 3 4 Children play in the same areas where adults work.

25. 1 2 3 4 Open space is available for indoors active play.

26. 1 2 3 4 Toys and games are somewhat complicated.

27. 1 2 3 4 Children play in a special playroom.

28. 1 2 3 4 Children invent many games for the same material or toy.

29. 1 2 3 4 Some toys and activities are reserved for special occasions.

30. 1 2 3 4 Toys get in the way of adult activities.

31. 1 2 3 4 Play areas can be used only if supervised by adults.

32. 1 2 3 4 Children never know what they are going to do next.

33. 1 2 3 4 Adults help children with difficult tasks.

34. 1 2 3 4 Toys may be removed from play areas for periods of time.

35. 1 2 3 4 Play periods end before children get restless.

36. 1 2 3 4 Children are encouraged to experiment with toys and materials.

37. 1 2 3 4 Children play in areas which are used for other things.

38. 1 2 3 4 Children ask about what is going to happen next.

39. 1 2 3 4 Play activities are challenging for the child.

40. 1 2 3 4 Play materials are sometimes used in unplanned ways.

41. 1 2 3 4 Adults need to get out some materials or toys for children.

42. 1 2 3 4 Play areas look like play areas.

43. 1 2 3 4 Children select their own play materials.

44. 1 2 3 4 Children often complete an activity which an adult has started for them.

45. 1 2 3 4 Changes in routine are infrequent.

46. 1 2 3 4 Activities are selected so that they will not be too difficult.

47. 1 2 3 4 When one activity ends, children usually know what to expect next.

48. 1 2 3 4 Play space is large enou[illegible]ccommodate the toys children have.

49. 1 2 3 4 Play areas are used only by children for play.

50. 1 2 3 4 Child can find materials to suit any activity he wishes to play.

51. 1 2 3 4 Children have plenty of space for activities.

APPENDIX VII

STABILITY SCALE

***Negative Items**

- Children rush around from one play area to the other.
- Sometimes there isn't enough time to get buttons, zippers, snaps fastened before leaving.
- Daily routines vary from day to day.
- Children never know what they are going to do next.
- Children ask about what is going to happen next.

Positive Items

- Holidays are about the only events which cause changes in the child's routine.
- Toys and equipment are permanently set up in some areas.
- When starting an activity, children know what to do first.
- Children recognize when an activity is about to end.
- Play periods end before a child gets restless.
- Changes in routine are infrequent.

*Negative items refer to constraining actions and do not imply a value judgement.

APPENDIX VIII

ACCESSIBILITY SCALE

Negative Items

- High shelves are used to keep toys out of reach of children.
- Areas may be off limits for children's play.
- Gates or closed doors are used to keep children out of some places.
- Some toys and activities are reserved for special occasions.
- Toys may be removed from play areas for periods of time.
- Adults need to get out some materials or toys for children.

Positive Items

- Children can touch anything in the room.
- Numerous materials and activities are available for children to use at all times.
- No limits are set on what a child can do with a toy or play material.
- Paints are available for children to use. Children select their own play material.
- Child can find material to suit any activity he wishes to play.

APPENDIX IX

CONFIGURATION SCALE

Negative Items

- Children have to play around tables and chairs.
- Play areas are small and compact. Other people use the places where children play.
- Children play in the same areas where adults work.
- Toys get in the way of adult activities.
- Children play in areas that are used for other things.

Positive Items

- Open space is available for indoors active play.
- Children play in a special playroom.
- Play areas look like play areas.
- Play space is large enough to accommodate the toys children have.
- Play areas are used only for children to play.
- Children have plenty of space for activities.

APPENDIX X

COMPLEXITY SCALE

Negative Items

- Each toy has a special game that is played with it.
- Children receive clear directions about using toys and materials.
- Specific directions are given before the child uses new toys or materials.
- Children have to know how to play with a toy before they can use it.
- Adults help children with difficult tasks.
- Children often complete an activity which an adult has started for them.
- Activities are selected so that they will not be too difficult for the child.

Positive Items

- Children do the best they can with difficult tasks.
- Toys and games are somewhat complicated.
- Children invent many games for the same toys.
- Children are encouraged to experiment with toys and materials.
- Play activities are challenging for the child.
- Play materials are sometimes used in unplanned ways.